

Self Development Guide

Australian Best Practice Care Industry Leadership Competency Assessment Tool



**“ The only mistake in life
is the lesson not learned ”**

Albert Einstein

WELCOME LETTER

Dear Care Leader,

"He who knows others is wise; he who knows himself is enlightened." Lao-tzu, Chinese philosopher

For a long time, what has distinguished human growth is the drive to be better, learn more and be a part of something. The importance of understanding who you are, what motivates you, how you achieve things and what impact you have on others is vital to personal growth.

What's your view on growth?

In her book, *Mindset – The New Psychology of Success*, Carol Dweck shows the power of our most basic beliefs. Whether conscious or subconscious, they strongly "affect what we want and whether we succeed in getting it." Much of what we think we understand of our personality comes from our 'mindset.' This both propels us forward and prevents us from growing and fulfilling our potential. Much of Dweck's research centres around this question. Your answer to it is an important one.

Do you believe intelligence or personality is fixed, or that it can be developed over time?

Dweck asks: What are the consequences of thinking that your intelligence or personality is something you can develop, as opposed to something that is a fixed, deep-seated trait?

Your view of yourself can determine everything. If you believe that your qualities are unchangeable – the fixed mindset – you will want to prove yourself correct over and over rather than learning from your mistakes. This mindset leads to a desire to look smart and therefore to a tendency to avoid challenges, give up easily in the face of obstacles, see effort as fruitless, ignore useful negative feedback and feel threatened by the success of others. As a result, this mindset often leads to one plateauing early and achieving less than their full potential.

However, a growth mindset states the hand you're dealt is just the starting point for development. It is based on the belief that your basic qualities are things you can cultivate through your efforts. This is the mindset that allows people to thrive during some of the most challenging times in their lives. This mindset leads to a desire to learn and therefore a tendency to embrace challenges, persist in the face of setbacks, see effort as the path to mastery, learn from criticism, and find lessons and inspiration in the success of others. As a result, people with a growth mindset reach ever-higher levels of achievement.

"A comfort zone is a beautiful place... but nothing ever grows there." John Assaraf, author of Innercise: The New Science to Unlock Your Brain's Hidden Power

Operating in this space –just outside of your comfort zone– is the key to improving your performance. If you are feeling discomfort, remember this is a good sign that you are growing, changing and improving.

You can approach the results from your report through two mindsets: "Am I not smart enough to learn it... or have I not learnt it yet?"

Your view of yourself and the world can determine everything. You get to choose what this is.

A simple way to sum this up is: Our view of the world influences how we behave and determines the results we get.



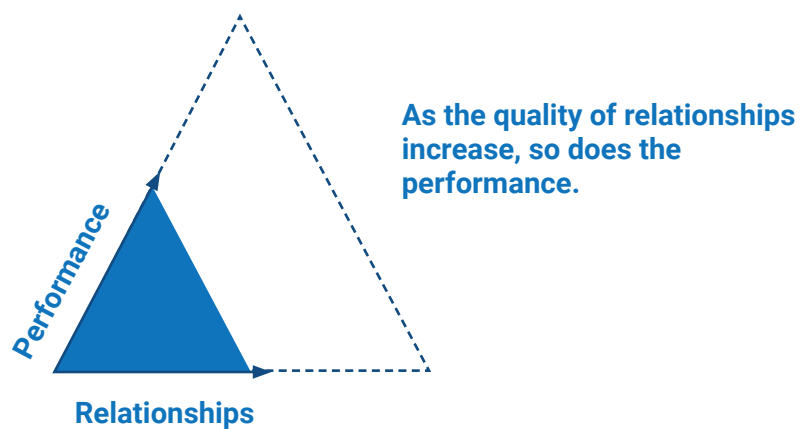


360° surveys are a great way to explore insights from yourself and others with the intent of learning and growing (therefore not judging) the views, actions and results we have in life. It is normal for participants in 360° surveys to be encouraged and challenged by the results they receive.

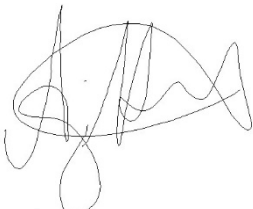
“The challenge is to always improve, always get better, even when you are the best. Especially when you are the best. Embrace the challenge.” James Kerr, author of Legacy - 15 Lessons in Leadership, on the New Zealand All Blacks, one of the world’s most successful sporting outfits

The insights begin a journey of development towards the ‘preferred self’ that you envisage for yourself. This self-development guide will assist you on the journey with information to get you thinking, activities to help you reflect and action planning to get you moving. You will deepen your relationship with yourself.

The work you do will inevitably improve your relationship to your work, your industry, your colleagues and yourself. By improving your relationships, you will have a profound impact on performance and outcomes.



Enjoy!



Ash Hunt

CILCA Cofounder and Performance Coach

Watch this inspiring Ted Talk on learning and self development

Link: <https://bit.ly/2y9fmuK> (TED TALK, Carol Dweck)

Or scan the QR code to the right



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1 INTRODUCTION

1.1 ABOUT THE SELF DEVELOPMENT GUIDE

This guide was developed for leaders in the care industry and works in conjunction with your CILCA 360 Feedback Report. It was developed as a practical toolkit to help you strengthen areas for improvement through understanding of contemporary leadership practice and theory and practical activities that help you to focus on making improvement where it's desired.

1.1.1 SYMBOLS

Throughout this guide you will see various symbols to indicate an additional resource or activity which is there to supplement your development in these areas. You will get the most from this guide by taking time to read and work with the activities, talking to others about what you have read or learnt and making commitments that enable you to move towards your desired results.



Complete the activity to gain further insight into the concepts being discussed.



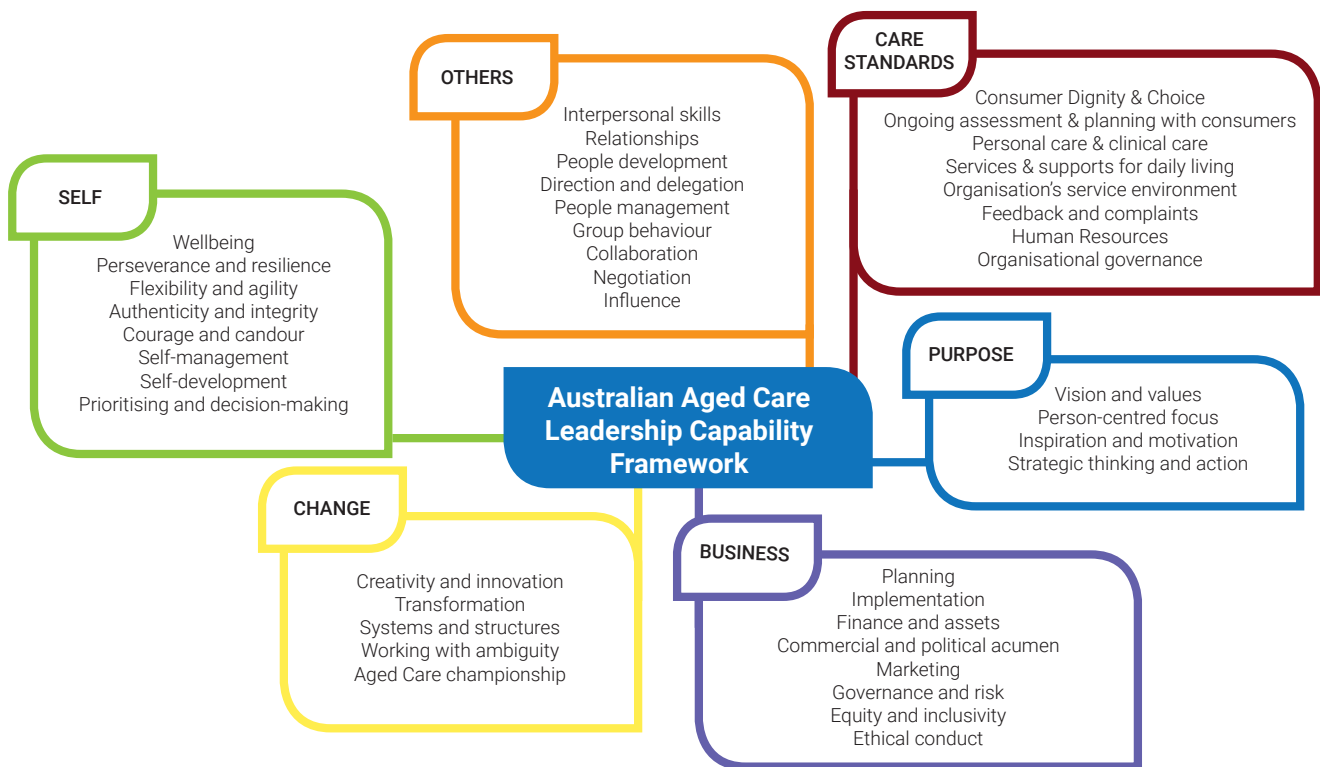
Scan QR code using your smart phone camera or download a QR code scanner from the App Store.



Consider what you have learnt and link any new discoveries back to your Personal Development Plan.

1.2 HOW IT LINKS TO THE AUSTRALIAN AGED CARE LEADERSHIP CAPABILITY FRAMEWORK

The CILCA 360 Survey and this guide are based on the capabilities outlined in the Australian Aged Care Leadership Capability Framework and cover each of the five leadership domains. This gives you the greatest chance of developing the capabilities required by the industry and community.



Sections 4 to 10 of this guide contain more information about what each of the domains focus on and provide relevant leadership practice and theory to increase awareness and understanding of these.

A sixth assessment area, Care Standards, has also been included to assist care industry professionals increase their awareness of and relationship to the new standards, particularly where the new standards may challenge your views or beliefs.

1.3 HOW TO COMPLETE THE PERSONAL DEVELOPMENT PLAN

The next section, 'Personal Development Plan', is intended to be where you can record in one place:

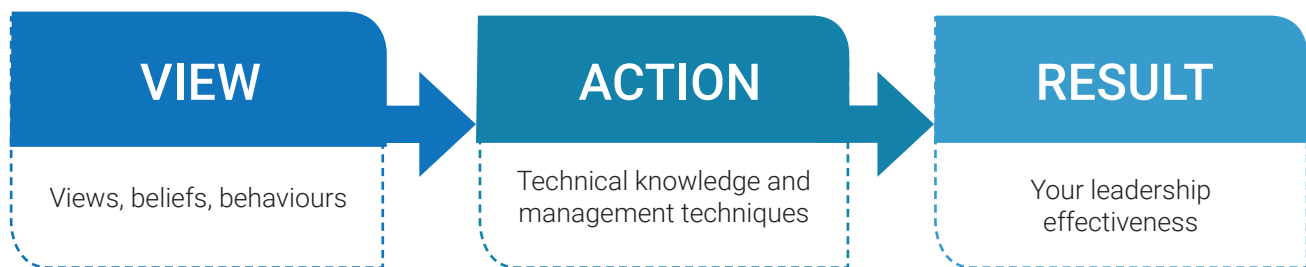
- What you want to work on.
- Why you want to work on it.
- How you will make a change/what you commit to.

Firstly, transfer the relevant information from your CILCA 360. Then go to the relevant domain in "The Leadership Domains", sections 4 to 10 to work through some activities. Once you have completed these activities, record the 'why' and 'how' in the development plan.

This Personal Development Plan is designed to be detached from the booklet and displayed somewhere that helps keep you on track.

2 THE TRANSFORMATION MODEL

This development guide is a little different to others you may have used. It is designed to increase your technical knowledge or understanding of management techniques AND to also expand your understanding of yourself. Most leadership training programs focus on technical knowledge or more effective management 'actions' to achieve a better result. While this is important, this development guide also invites you go deeper to examine your views, beliefs and values that also impact on your leadership performance. This transformational approach to leadership is summarised in the following **VIEW – ACTION – RESULTS** model that you will see regularly throughout this guide.



To truly transform as a leader and the impact (Results) you have, you need to explore both components of the model (VIEWS + ACTIONS). This guide is designed to do both.

Why?

Our views, beliefs, values or perceptions influence our behaviour and actions, which have an impact on the results or outcomes we get. It's these beliefs that enable us to achieve our personal definitions of successful and fulfilled lives.

Some commonly held beliefs within the care industry for example include:

- "I am a carer, I don't have time to look after myself."
- "My client won't get the care they need or deserve if I'm not there."
- "It's more important to look after them, because they can't look after themselves."

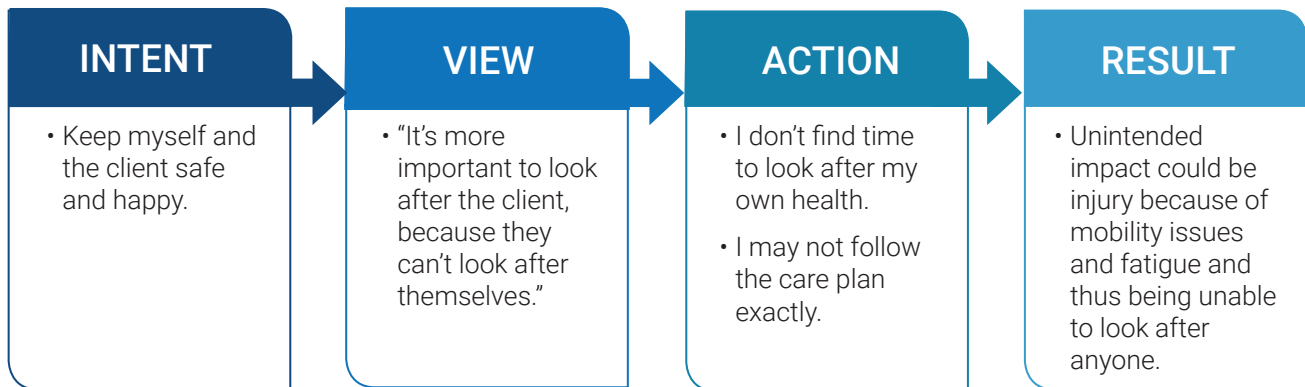
Unfortunately, despite our positive intentions, often the results we achieve are not the results we intended. This is the intent/impact gap and common for us all in our daily lives.

It may sound strange but the reason we hold onto some of our views or beliefs, despite us not getting the result we intended, is that there are perceived benefits to having these views or beliefs - things that help keep us feeling safe, maintaining peace in relationships, or getting things done. On the flip side, there are also costs for having these views and beliefs - unintended impacts to us and others, and our relationships.

2 THE TRANSFORMATION MODEL

2.1.1 INTENT-IMPACT EXAMPLE

Let's explore this further. How might the intent to 'keep myself and a client safe' occur if a view or belief is that 'it's more important to look after the client because they can't look after themselves'?



SO WHAT COULD SOME OF THE PERCEIVED BENEFITS OF THIS VIEW BE?

PERCEIVED BENEFIT	...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?
<i>I'm seen as a nice person who cares for others</i>	<i>I get nice feedback from others</i>	<i>I feel valued</i>
<i>I'm praised by the client's family</i>	<i>I'm seen as a good worker</i>	<i>I keep my job</i>

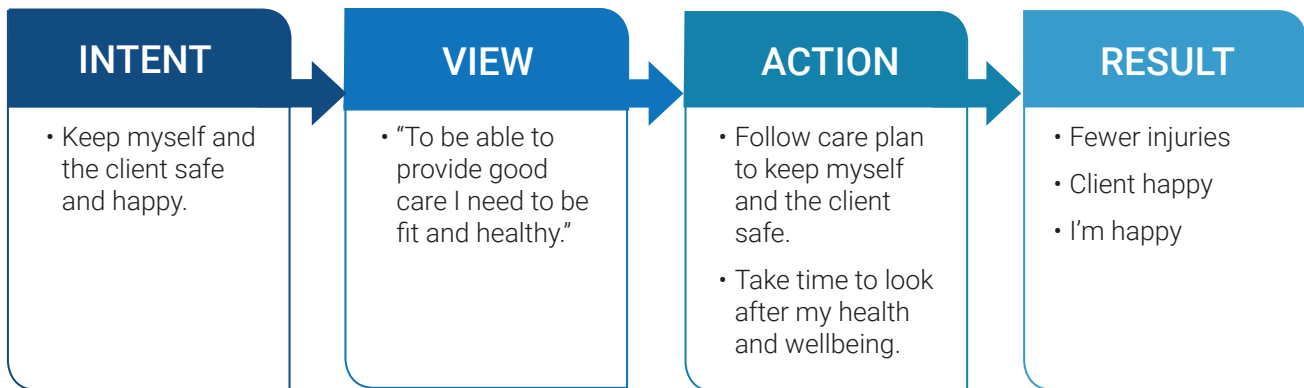
AND WHAT ARE THE POTENTIAL COSTS?

COST	...AND WHAT IS THE COST OF THAT?	...AND WHAT IS THE COST OF THAT?
<i>I don't find time for myself</i>	<i>I get tired and stressed</i>	<i>I don't have time for my family and feel guilty</i>
<i>I help the client instead of following the care plan</i>	<i>I strain my back</i>	<i>I have time off work and feel guilty that I'm not at work to care for my client</i>

So, you can see that the impact of our actions based on a certain belief can create a gap between our intentions and the results we get. The good news is that we have control over our beliefs and views. This means as part of the development work, you will get a chance to explore your current views as well as potential alternative, more constructive views that can give you a different outcome.

Ok, so what view may be more constructive to achieving the original intent?

How about:



SO WHAT COULD SOME OF THE BENEFITS OF THIS NEW VIEW BE?

BENEFIT	AND WHAT IS THE BENEFIT OF THAT?	AND WHAT IS THE BENEFIT OF THAT?
More safe work practices	Seen as a caring, safe service provider	Recognised by colleagues, management, clients
Client safe and I go home safely	I can enjoy other areas of my life	Happier overall

While the benefits are significantly greater, every alternative view also comes with challenges for you to overcome as a leader. These challenges are significantly less than the costs that you might experience with a less constructive view. It is important to recognise these challenges too.

SO, WHAT ARE SOME OF THE CHALLENGES OF THIS VIEW?

CHALLENGES	...AND WHAT IS THE CHALLENGE OF THAT?	...AND WHAT IS THE CHALLENGE OF THAT?
Finding time for my own self care	Having to speak up and create boundaries	Takes courage
Noticing pressure to perform less safe work practices	Speaking up and being heard by managers/decision makers	Takes perseverance to effectively change unsafe work practices

To get the most out of this approach, be as open and honest with yourself as possible, particularly about the costs of your current, less constructive views. Be courageous and challenge yourself with compassion. Explore and try out new views and reflect on what you learn from trying these out. We didn't learn to walk in one try, so remember you have whatever is required to make the change you want to see, don't give up.



PERSONAL DEVELOPMENT PLAN

3 PERSONAL DEVELOPMENT PLAN



NAME:

MY ROLE:

MY PASSION:

MY AMBITION:

3.1.1 BEING CLEAR ABOUT MY STRENGTHS AND AREAS FOR IMPROVEMENT

TOP 5 STRENGTHS	TOP 5 AREAS FOR IMPROVEMENT

MY DEBRIEF WAS ON (DATE):

KEY LEARNINGS ABOUT MYSELF:

THE DOMAIN/S AND KEY AREAS I WILL FOCUS ON ARE (TICK):

- | | | | |
|-----------------|--------------------------|------------------|--------------------------|
| Leading Self | <input type="checkbox"/> | Leading Business | <input type="checkbox"/> |
| Leading Others | <input type="checkbox"/> | Leading Change | <input type="checkbox"/> |
| Leading Purpose | <input type="checkbox"/> | Care Standards | <input type="checkbox"/> |

3.1.2 GETTING CLEAR ON HOW I WILL MAKE A CHANGE



ACTIVITY: MY COMMITMENTS

Now that you have an idea of what domain you want to focus on, go to that section and complete the reading and activities that are relevant. These will help you to increase your awareness of what 'good' looks like, what areas of focus may be helpful to you and therefore enable you to make a commitment/action to improve this area.

Once you have done these, record all of your commitments here:

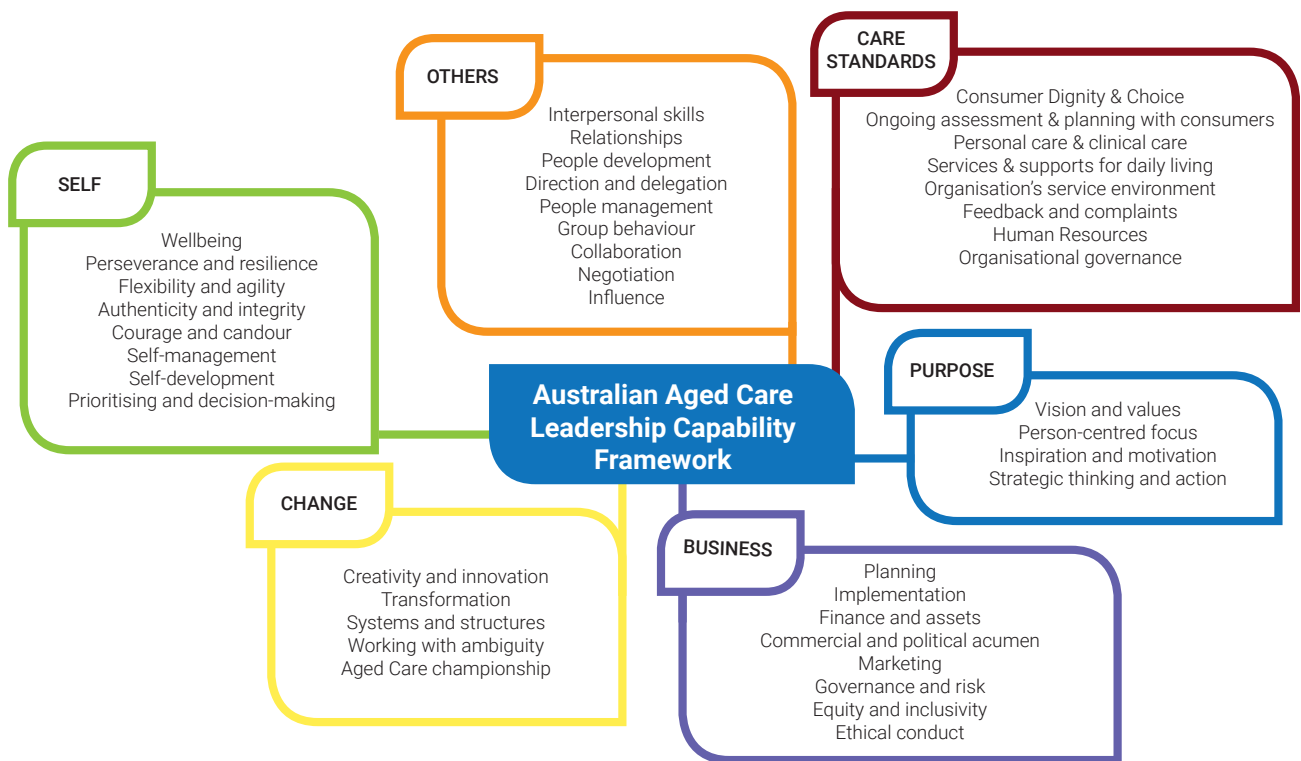
I AM COMMITTED TO:	BY (DATE)

I will keep myself accountable by sharing and asking for support from:

We will do this by:

I will know I have made a change by:

4 THE LEADERSHIP DOMAINS



LEADING SELF



5 LEADING SELF

Leading Self focuses on the care leader's understanding of, care for, and overall relationship with her/his self. The capable leader recognises his/her personal contribution as an exemplar and an inspiration to others within, and outside of, the organisation.

LEADING SELF

Capability Areas:
Wellbeing
Perseverance and resilience
Flexibility and agility
Authenticity and integrity
Courage and candour
Self-management
Self-development
Prioritising and decision-making

In this section you will find relevant information to get you thinking and exploring and activities to help you reflect on yourself in relation to Leading Self. At the end you will find a Reflection and Transformation area that is designed to assist you to get to the heart of what is holding you back, connect with a new way or preferred self and commit to action to make the change.

The five topics covered to help grow Leading Self capabilities are:

- Wellbeing
- Self-Awareness
- Self-Mastery
- Resilience / Energy
- Integrity



5.1 WELLBEING

Wellbeing means attending to the major determinants of wellbeing, including nutritious food, adequate sleep, exercise and personal space. It refers to being mindful of, and responsible for how your own time and energy is spent, and maintaining a personal support network of trusted confidants and advisors.

***“Health and wellbeing is a state of complete physical, mental and social wellbeing – and not merely the absence of disease or infirmity.”
World Health Organisation¹***

5.1.1 IMPORTANCE OF WELLBEING

Your health and wellbeing does more than just make you happy at work. It's proven that promoting health at work can make you more productive too.

The biggest risk factors affecting health are smoking, alcohol misuse, poor diet, physical inactivity and unhealthy weight. There is also a recognised relationship between many of these risk factors and mental disorders such as depression. Adequate physical activity is at the very heart of good health – it promotes emotional wellbeing and assists in the prevention and management of disease.

The direct benefits of feeling fit, healthy and happy include:

- Increased morale, job satisfaction and motivation
- Improved mental alertness, concentration and energy levels
- Decreased stress and other work-related illness
- Improved prevention of chronic diseases
- Better sleep patterns
- Higher self-rated performance

Review the Life Balance Wheel and Personal Wellness Inventory on the following page to self-assess your current level of 'wellness' and where you could focus your efforts in improving your overall sense of personal health and wellbeing.

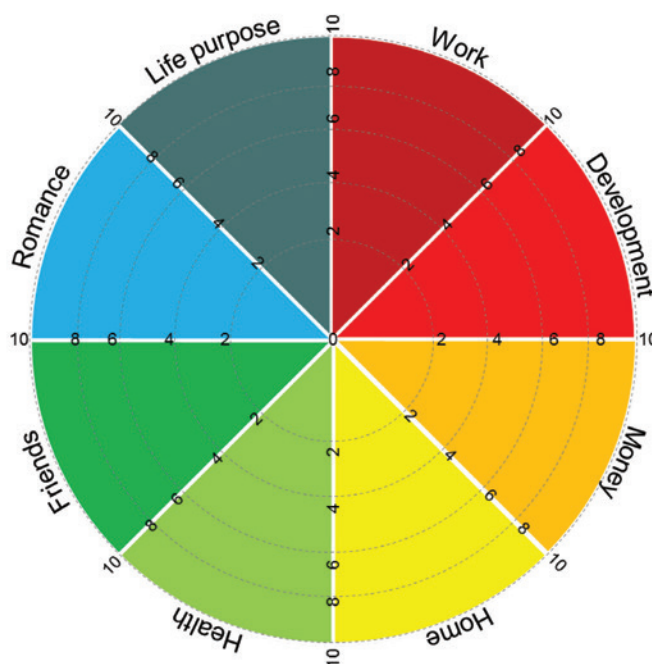
¹ <https://www.who.int/about/who-we-are/constitution>

5 LEADING SELF

5.1.2 LIFE BALANCE WHEEL

The life balance wheel (or the wheel of life) is a powerful self-assessment tool and a great foundation for setting goals. It helps you reflect on the areas in your life that you find most important and assess how satisfied you feel with your current situation.

The idea of the life balance wheel originally comes from Buddhism. The modern version, created by the life coaching pioneer Paul Meyer, uses the circle as an illustration of you as a whole. The different parts of the circle represent different areas in your life.



To put it simply, if you want balance in your life you need balance among your chosen areas. Living a balanced life keeps you feeling happy, fulfilled, healthy and energised. It helps you avoid burnout and exhaustion and negative emotions like stress, resentment and anger.

You can choose your own areas, however the key suggested areas include:

- Work – anything related to your work, career, colleagues, boss
- Development – professional and personal growth
- Money – your income, but also your expenditures
- Home – your family, parents, kids, your free time, hobbies
- Health – your physical and mental condition
- Friends – your friends, past and present, social life
- Romance – your love, spouse, matters of heart
- Life Purpose – your mission in this life



ACTIVITY: LIFE BALANCE WHEEL

1. Current: How satisfied are you with each part in your life? How do you feel about each area? Mark your current level of satisfaction on the Wheel. e.g. 1 = completely unhappy, 5 = satisfied, 10 = extremely happy.
2. Connect the dots. Look at the shape. Is it more or less evenly shaped or completely uneven? If you can see obvious gaps, this means there are certain areas that require attention.
3. Where do you want to be in each area? Select your areas of focus. What do you want to change to get you where you want to be? What can you do to be more fulfilled? How do you want to feel in 3 months from now? Set yourself 3 commitments to action to move yourself up a notch in your areas of focus.



ACTIVITY: PERSONAL WELLNESS INVENTORY

Step 1: Rate yourself on each of the proactive stress reduction strategies with a circle on each line.

Step 2: Given that a challenge in each of these areas will help you better deal with stress, pick two or three that you'd like to work on in the next month and add a triangle to set your personal goals.



How much are you getting each week?

Exercise	0	10
Diet	0	10
Hydration	0	10
Fun	0	10
Relaxation	0	10
Sleep	0	10
Social Connection	0	10



LINK TO YOUR PERSONAL DEVELOPMENT PLAN

What did you learn?

What have you decided to work on?

Add your actions to your Personal Development Plan.

5 LEADING SELF

5.2 SELF-AWARENESS

Self-awareness includes the ability to monitor our inner world, our thoughts and emotions as they arise. Self-awareness is the cornerstone to emotional intelligence, according to Psychologist, Daniel Goleman (1995).

The ability to monitor our emotions and thoughts from moment to moment is key to understanding ourselves better, being at peace with who we are and proactively managing our thoughts, emotions, and behaviours.

***“Everything that irritates us about others can lead us to an understanding of ourselves.”
Carl Jung, Founder of Analytical Psychology²***

Understanding yourself is the first step in understanding others. In the workplace, a critical aspect of self-awareness is understanding your motivations. At the centre of this concept are your values and beliefs.

² 2018, Purrington, <https://carljungdepthpsychologysite.blog/2018/12/14/carl-jung-everything-that-irritates-us-about-others-can-lead-us-to-an-understanding-of-ourselves-in-context/#.XMjze2gzbD4>



ACTIVITY: VALUES & BELIEFS ACTIVITY

Circle any values/beliefs that are important to you.

Abundance	Daring	Intuition	Recognition
Acceptance	Decisiveness	Joy	Relationships
Accountability	Dedication	Kindness	Reliability
Achievement	Dependability	Knowledge	Resilience
Advancement	Diversity	Leadership	Resourcefulness
Adventure	Empathy	Learning	Responsibility
Advocacy	Encouragement	Love	Responsiveness
Ambition	Enthusiasm	Loyalty	Safety
Appreciation	Ethics	Making a Difference	Security
Attractiveness	Excellence	Mindfulness	Self-Control
Autonomy	Expressiveness	Optimism	Service
Balance	Fairness	Open-Mindedness	Selflessness
Being the Best	Family	Originality	Simplicity
Boldness	Friendships	Passion	Spirituality
Brilliance	Flexibility	Peace	Stability
Calmness	Freedom	Performance	Success
Caring	Fun	Perfection	Teamwork
Challenge	Generosity	Personal Development	Thankfulness
Charity	Grace	Playfulness	Thoughtfulness
Cheerfulness	Growth	Popularity	Traditionalism
Cleverness	Flexibility	Power	Trustworthiness
Community	Happiness	Preparedness	Understanding
Commitment	Health	Punctuality	Uniqueness
Compassion	Honesty	Proactivity	Usefulness
Cooperation	Humility	Professionalism	Versatility
Collaboration	Humour	Quality	Vision
Consistency	Inclusiveness	Recognition	Warmth
Contribution	Independence	Risk Taking	Wealth
Creativity	Individuality	Safety	Wellbeing
Credibility	Innovation	Stability	Wisdom
Curiosity	Intelligence		

Can you narrow this list down to 3 core values? Discuss with a co-worker, friend or family member.

1. _____ 2. _____ 3. _____

5 LEADING SELF



ACTIVITY: 'WHAT PUSHES YOUR BUTTONS' EXERCISE

When was the last time you lost your temper? You might have said something to a friend or relative that you regretted afterwards.

What do you think made you react like that? What pushed your buttons?

Can you explain your reaction by making a link with your core values?

5.2.3 THE JOHARI WINDOW EXERCISE

The Johari Window was originally developed by two psychologists, Joseph Luft and Harry Ingham. The best way of describing the model is a window, with four window panes that represent our relationship to ourselves and others.

The Johari Window exercise can be used to improve self-awareness and to improve interpersonal relationships within groups. It is also an exercise that can help people to understand how others see them. It can open up the lines of communication within a team and serves to show how we can be increasingly more open to others as we get to know them and share information about ourselves.



ACTIVITY: THE JOHARI WINDOW EXERCISE

Step 1: Complete the **ARENA** box. This should be simple.

Step 2: Complete the **HIDDEN** box. This might take some time as it includes things that might not be as obvious. These things don't have to be negative; it might be that you are good at something that you haven't shared with others. It might also include some thoughts, beliefs, secrets, insecurities, past experiences or future goals that you keep to yourself.

Step 3: You won't be able to complete the **BLIND SPOT** area alone. Start by thinking of questions you might want to ask someone to learn more about yourself. Then find someone you trust and ask them for feedback. Be open to it! For example, they might say "do you know you say 'um' a lot when you are speaking in meetings."

Step 4: Obviously you can't complete the final box, because it's unknown information. Instead think of one or two things you want to learn about yourself. For example: What style of leader am I? Would I be good at public speaking if given the chance? Do I have a hidden sporting talent I haven't discovered yet? What do I bring to the table in a relationship?



		THINGS I KNOW ABOUT MYSELF	THINGS I DON'T KNOW ABOUT MYSELF
THINGS OTHERS DO KNOW ABOUT ME	<p>ARENA: Things that people know just by looking at you and the things you tell people the first time you are introduced to them</p>		<p>BLIND SPOT: Things others know about you that you do not know, e.g. a wife not knowing she snores until her husband says so</p>
	<p>HIDDEN: Information we may not want others to know - feelings, insecurities, future goals, past experiences.</p>		<p>UNKNOWN: Things yet to be discovered</p>

Finally, think about how the windows have changed since completing the CILCA 360 and this workbook so far. Have you learnt more about yourself? Are you more open to sharing yourself with your team?

Ideally as we move towards stronger interpersonal relationships and a higher self-awareness, our window should shift allowing for increased openness and openness to feedback.

The importance of learning more about ourselves is critical to our success in the world. It is also critical to reaching our goals, becoming independent, and building a bridge for the future.

5 LEADING SELF

5.2.4 MANAGING YOUR EMOTIONS

Working in a team and working with people can often be difficult. People are not inanimate objects, they have opinions, emotions, beliefs and moods that can affect workplace relationships and can impact on our effectiveness in the workplace. Managing your emotions can be important in effectively dealing with different, and often difficult, people or situations in the workplace. The following tips can help you manage your emotions.

1. **NAME YOUR EMOTION:**
identifying your emotion is the first step in changing the emotion to a more positive one
2. **SLOW THINGS DOWN:**
take a deep breath, regain control over your impulses and then respond with a clear head. Think about what you want to achieve.
3. **GO EASY ON YOURSELF:**
working with people is challenging; we might not get it right every time. Don't be hard on yourself.
4. **IDENTIFY THE SOURCE OF YOUR EMOTION:**
could it be related to your beliefs or values?
5. **USE YOUR STRENGTHS:**
remind yourself that you have unique strengths to offer to the situation.



LINK TO YOUR PERSONAL DEVELOPMENT PLAN

What did you learn?

What have you decided to work on?

Add your actions to your Personal Development Plan.

5.3 SELF-MASTERY

“One doesn’t discover new lands without consenting to lose sight of the shore for a very long time.”

Andre Gide, French author and winner of the Nobel prize in literature³

Self-mastery is a path, an orientation one chooses to hold toward oneself and the world. It’s a commitment to never-ending improvement. It’s a process of becoming. Our biggest naysayers aren’t ‘out there’ - they are within us.

Self-mastery means accepting and responding constructively to feedback as well as reflecting on feedback and experiences for insight into areas for self-development. It includes actively engaging with opportunities for self-development and being aware of one’s own strengths and limitations and seeking help from others as required. Self-mastery requires being courageous; feeling the fear and doing it anyway. It means expressing your honest intentions and beliefs with confidence and candour.

Someone committed to this path of self-mastery is willing to find ways to overcome their fears and break through their resistance in the pursuit of growth and reaching one’s highest potential.

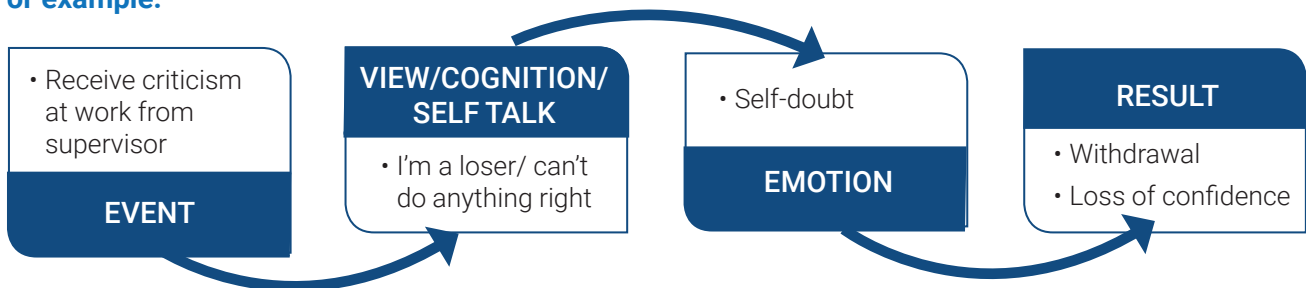
You can develop your understanding and strength in the abovementioned areas by completing the following exercises:

5.3.1 “UNDERSTANDING SELF TALK”

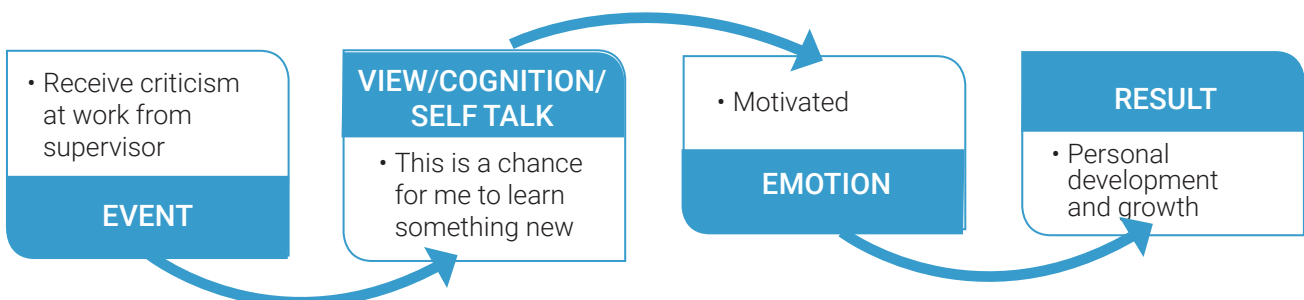
Throughout our daily life we experience cognitions or ‘self-talk’ about our behaviour and actions. We might not be aware of these cognitions, but they help shape our actions and the mood associated with those actions.

In order to positively affect our mood, we need to understand how to change these cognitions. This emotional change then leads to changes in our result.

For example:



Compared with:



³ Gide, A. (1925). Les faux-monnayeurs. Editions Gallimard.

5 LEADING SELF

We humans are 'meaning-making machines' and our unique personalities, past experiences, culture, family, values, job (the list goes on!) will give us unique views on events. We may not have control over the event, but we do have control over our view and the things that follow it.



So how are we able to generate views? One way is considering the location of the source of your success and happiness which is known as your locus of control.

There are two types of people in this world: those with an external locus of control who believe their success and happiness is shaped by external conditions, and those with an internal locus of control who fundamentally believe their success and happiness is driven by internal decisions.

People with an external locus of control often have a victim mentality, where things happen to them which stops them achieving their goals. Our views of certain events are often distinguished by our locus of control.

There are things in the world that we can't change or control, but we can change our view.



Watch this video to learn more about Personal Mastery - Locus of Control

Link: http://youtu.be/wCa_CAAd5A



LINK TO YOUR PERSONAL DEVELOPMENT PLAN

What did you learn?

What have you decided to work on?

Add your actions to your Personal Development Plan.

5.4 RESILIENCE & ENERGY

Resilience means seldom retreating in the face of resistance or setbacks and recovering quickly from challenging circumstances. Resilience requires having a healthy and constructive approach to managing the stress that can emerge from challenging situations. It has a strong relationship with your overall energy levels as heavy stress can drain your body of its natural energy.

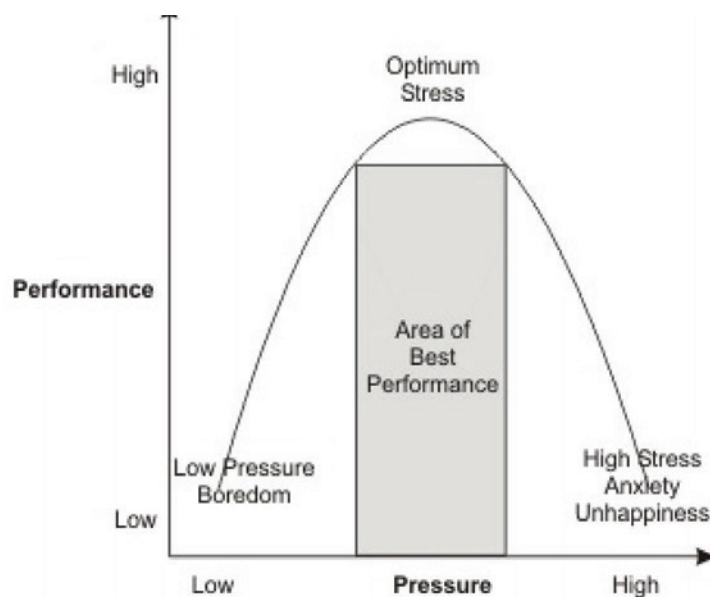
Resilient leaders have a healthy relationship with challenges and managing their body's response to stress.

5.4.1 MANAGING STRESS

Stress is simply our body's way of reacting to some kind of pressure or demand. When faced with a pressure or demand, our central nervous system prepares us for action by releasing chemicals into the blood that increase energy and strength. In a fight for survival (physical stress), this would help us either fight or escape (flight).

However, if the stress was caused by emotional pressure or demand, we have no outlet for the energy and strength. This leads us to feel "stressed," and how we manage these physiological symptoms can lead to the impact stress can have on our lives.

When pressure is too low, this leads to boredom, when too high this leads to stress and anxiety. When we have the right level of pressure, we perform well.



The Inverted-U relationship between pressure and performance

Managing stress is a matter of managing your energy. Feeling energised at work means consistently approaching work with drive and a strong desire and determination.

Where are you on the curve?

5 LEADING SELF

5.4.2 SELF-MANAGEMENT

Once you have mastered self-awareness, the next step is the ability to manage impulses, thoughts, feelings and behaviour. By increasing our level of control over the way we think, feel and behave, we are able to 'manage' ourselves and the way we influence internal relationships.

"I don't want to be at the mercy of my emotions. I want to use them, to enjoy them, and to dominate them."

Oscar Wilde, Irish poet and playwright⁴

5.4.2.1 EMOTIONS

Emotions are an adaptive form of information processing and action readiness that orients people to their environment and promotes wellbeing. The brain areas associated with emotions (amygdala, hypothalamus and limbic system) make up the oldest part of the brain, an area that we share with animals. Throughout evolution, emotions have been used for survival.

For example, fear has been associated with the need to escape, or FLIGHT. In order to use emotions effectively, we need to understand how they can help provide information about our environment, and the behaviour required to respond to our environment.

The FIGHT or FLIGHT mechanism is the term given to the bodily sensations associated with panic, anxiety or fear. When experiencing these emotions following a 'threat,' the body prepares for FIGHT or FLIGHT by activating the central nervous system to produce ideal biochemical changes.

In order to succeed, we must utilise these biochemical changes to our advantage. The same biochemical changes occur in times of stress. Stress affects everyone at some time in their lives. Some people have different tolerance levels to stress, and in order to respond to stress effectively, we need to understand the emotional changes associated with stress.

⁴ From The Picture of Dorian Gray, 1891, <http://www.theotherpages.org/quote/alpha-w3.html>



ACTIVITY: STRESS SELF AWARENESS

When was the last time you were really stressed?

What happens when you get stressed? Describe both physical and emotional responses.

What can you do to manage the physical symptoms of stress? What has worked for you in the past? What would you like to try?

How can you RESPOND to stress, rather than REACT to stress?

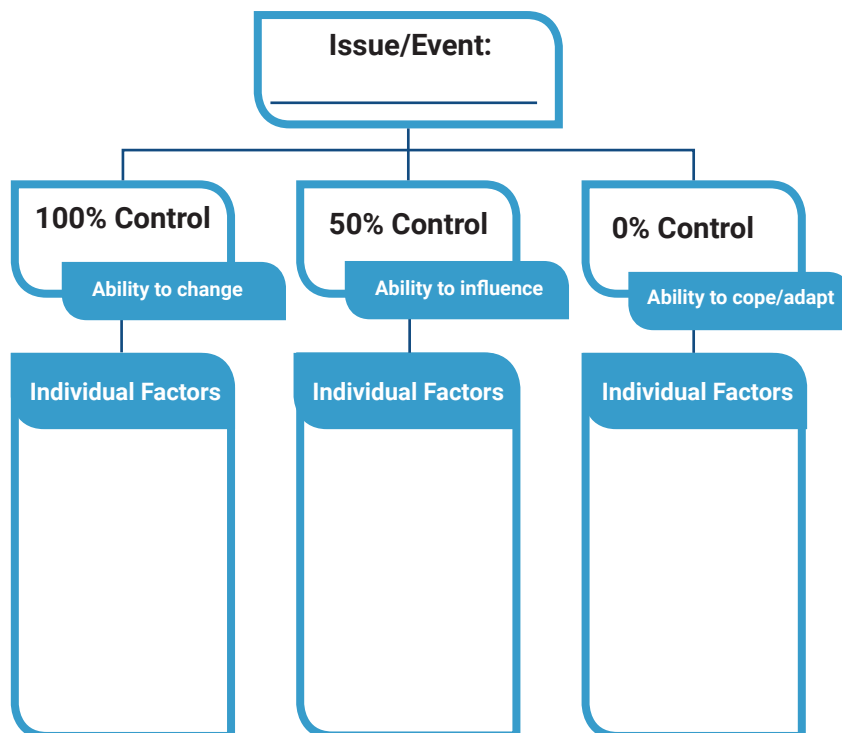
5 LEADING SELF



ACTIVITY: CATEGORISING THE STRESSFUL SITUATION

Think of a current situation which is causing you stress, either at work or outside of work. Consider the individual factors of the issue or event. How much control do you have over each part? Write them out under each of the headings below.

- 100% control means it is fully within your power to change or control (e.g. thoughts, feelings, actions)
- 50% control means you may be able to have some influence over it but not complete.
- 0% control means you do not have any control of that situation (i.e. it is something you will need to cope with or adapt to, e.g. someone else's behaviour)



5.4.2.2 CONTROLLED BREATHING AND MINDFULNESS

The primary role of breathing is to absorb oxygen and to expel carbon dioxide through the movement of the lungs. Muscles that control the movement of the lungs are the diaphragm (a sheet of muscle underneath the lungs) and the muscles between the ribs. When a person is under stress, their breathing pattern changes.

Typically, an anxious person takes small, shallow breaths, using their shoulders rather than their diaphragm to move air in and out of their lungs. This style of breathing disrupts the balance of gases in the body. Controlling your breathing can help to improve some of these symptoms.

Remember! Abdominal breathing helps to control the nervous system and encourages the body to relax, bringing about a range of health benefits.

Example exercises:

- Sama Vritti or “Equal Breathing” where you breathe in for 4 counts then out 4 counts, eventually increasing to 6 and then 8 counts.
- Abdominal breathing - placing a hand on your abdomen and ensuring your diaphragm (lungs/heart) expands each time you breathe



EXTRA RESOURCES



HEADSPACE

A meditation & sleep app with hundreds of themed sessions on everything from stress and sleep, to focus and anxiety.



A free meditation app which includes an introductory technique to meditate in 12 easy steps. Experience the benefits of feeling less stressed and more energised.



Calm meditation app is a unique mix of meditation and inspiration everyday. A daily meditation practice helps with lessening anxiety, worry and stress, while enhancing self-esteem and self-acceptance.



Beyond Blue provides information and support to help everyone in Australia achieve their best possible mental health, whatever their age and wherever they live.



Smiling Mind is a non-for-profit web and app-based meditation program developed by psychologists and educators to help bring mindfulness into your life.



LINK TO YOUR PERSONAL DEVELOPMENT PLAN

What did you learn?

What have you decided to work on?

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5 LEADING SELF

5.5 INTEGRITY

Integrity means doing what you say you'll do, or ensuring your actions are consistent with your words. It means being consistent, reliable, honest, authentic and leading others with both heart and mind.

Authenticity is behaviour that conveys to others that you are being "real" with them. In other words, that you are not hiding behind roles or facades, and that you are being open and honest within appropriate boundaries. Essentially, it is making sure you are not coming across as a "phoney."

It is conveyed by:

- Talking appropriately about yourself
- Responding naturally
- Sharing feelings appropriately
- Verbal behaviour consistent with non-verbal behaviour
- Not being defensive
- Not pretending to be someone or something you are not
- Being honest and up front with people
- Sharing your real feelings or thoughts in a caring and assertive manner
- Not saying things you don't believe simply because you think other people would want to hear them.

5.5.1 WHEEL OF INTEGRITY

Integrity is like a bicycle wheel.

When all spokes are intact and undamaged, the wheel rim has perfect structural integrity. All the right characteristic foundations are in place to support high performance. It can perform at its optimal functioning capacity.

However, like a broken promise, if one spoke is damaged, the structural integrity of the whole wheel is weakened.

Over time, if this spoke is not repaired, the wheel loses its shape, its performance is affected and the weakness is visible.

While we may have good intentions, occasionally we break promises or commitments. One broken spoke won't harm the wheel's performance unless it goes unfixed. The important thing is to repair the spoke and restore the structural integrity of the wheel.



ACTIVITY: BROKEN WHEEL OF INTEGRITY

Reflect on a time you broke a promise or didn't follow through on a commitment to yourself. For example, a new healthy eating plan or exercise regime. What did you do? How did you try to 'fix' the situation?

Often we try to repair a broken promise through generating excuses, reasons, justifications, explanations, or blaming others. However, this approach is costly because the integrity of your relationship with the other person remains damaged.

Where a broken promise is left unrepaired or unresolved, this baggage from the past can live on into our future. One way to resolve this is using the Completion Sequence, on the nextpage (The Three Laws of Performance, Zaffron & Logan, 2009).

5.5.2 THE COMPLETION SEQUENCE

When looking at your issue from the previous section, is there anyone involved in the situation with which you feel distance or where you sense that something is 'off' but you just can't put your finger on it? What you're seeing is an *incompletion* – something that lives in your future due to baggage from the past.

The Completion Sequence is a future-based communication process you can use to repair and restore the structural integrity of a relationship, particularly when things are left 'unsaid' or feel incomplete after a broken agreement or miscommunication.

1. Start a conversation with the person with whom you need to resolve something.

Create a scenario or frame the situation in such a way that resolving the issue is of benefit to the issue. Speak about the benefits or positive outcomes.

E.g. "I'd like to discuss something which, if resolved, will make our working relationship much stronger, improve the team morale and increase our effectiveness and performance overall".

2. Address what happened.

Let them know your perspective on the situation and take responsibility for all parts (e.g. what decisions you made, what you did or didn't do in the situation concerning the relationship between you and the other person).

Because you harboured and held onto it, you have to take responsibility for the diminishment of the relationship. It may even be to such an extent that you ask to be forgiven for what happened.

E.g. "I acknowledge and take responsibility for this."

3. Take whatever action is necessary.

Apologise or give up your excuses or old stories. When we give something up, forgive or are forgiven, a new space opens up. E.g. "Today I decide to give up the grudge I've been holding onto for all these years, and move forward."

In this space, a new future can be created. Both of you can move forward and learn from this situation so that it will be less likely to occur again.



ACTIVITY

Apply this completion sequence to example given on the previous page.



LINK TO YOUR PERSONAL DEVELOPMENT PLAN

What did you learn?

What have you decided to work on?

Add your actions to your Personal Development Plan.

5 LEADING SELF

5.5.3 THE POWER OF VULNERABILITY

Vulnerability takes courage.

In today's day and age, particularly in most modern cultures, suppression of emotion is often associated with strength. Dr Brene Brown, Author of Dare to Lead, says, "In our culture, we associate vulnerability with emotions we want to avoid such as fear, shame, and uncertainty. Yet we too often lose sight of the fact that vulnerability is also the birthplace of joy, belonging, creativity, authenticity, and love."

Brown shows through her important research, the power of vulnerability and the fact that it is anything but weakness. It takes true strength, courage and bravery to allow yourself to be vulnerable. It means being courageous enough to show your imperfections.

The benefits of doing so are great. Vulnerability builds trust, connection, and gives other people permission to open up, be honest and be themselves. This trust even fosters an environment in which people feel safe enough to take risks in the pursuit of creativity, progress and innovation.

Brown says perfectionism is, "the belief that if we live perfectly, look perfectly and act perfectly, we can avoid the pain of blame, judgment and shame." Perfectionism doesn't come from a place of growth, improvement, or personal achievement, it's about avoiding judgment and fear. Brown encourages us to be brave enough to open up about our imperfections in the pursuit of growing and moving forward together.



Watch Brene Brown's 'Power of Vulnerability' TED Talk for tips on building trust

Link: <https://bit.ly/2NOluBP> (TED TALK, Brene Brown)

Or scan the QR code to the left



ACTIVITY: VULNERABILITY CHECK IN

How would you define vulnerability? What are your feelings and beliefs around being vulnerable?

How was vulnerability viewed in your family? What were the lessons (spoken or unspoken) about being vulnerable?

What gets in the way of being vulnerable for you?

Knowing the benefits of being vulnerable (building trust, innovation, collaboration, creativity) what's one thing you could do to encourage vulnerability in your team?

5 LEADING SELF

5.6 VIEW-ACTION-RESULT REFLECTION & TRANSFORMATION EXERCISE

5.6.1 EXAMPLE – LEADING SELF

What development area from Leading Self have you chosen to work on?	Improving health.
Why is working on this area important to you?	<i>I want to set a good example to my kids and team. I want to have more energy to do the things I love.</i>

Note: Before completing the following exercises, you can read the View Action Result (VAR) Instruction, found in section 2. This section provides background to the VAR model, why it's so important, how it works.



5.6.2 EXAMPLE - CURRENT VIEW OF "HEALTH"

VIEW	ACTION	RESULT
Work is more important than my health because work pays the bills.	<ul style="list-style-type: none"> Prioritise work Work long hours Eat junk food No exercise 	<ul style="list-style-type: none"> Seen as hard worker Feel tired, low energy Lack of mental clarity / brain fog

PERCEIVED BENEFITS. WHAT ARE THE PERCEIVED BENEFITS OF HAVING THIS VIEW?

PERCEIVED BENEFIT	...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?
People see me as a hard worker	Praised by my boss	Given more opportunities
More time at work	Get more done	Feel worthy / satisfied
Don't have to worry about eating well	Can eat junk food on the run	Easy

COSTS. WHAT ARE THE COSTS OF HAVING THIS VIEW?

COST	...AND WHAT IS THE COST OF THAT?	...AND WHAT IS THE COST OF THAT?
Energy is low or inconsistent	Not as productive at work	Miss deadlines, don't achieve goals
Brain fog, feel down sometimes	Take longer to make decisions, lack clarity	Work done inefficiently, mistakes made
Eat bad food	Feel sick, feel lethargic	Take sick leave

5 LEADING SELF

5.6.3 EXAMPLE - CONSTRUCTIVE VIEW OF "HEALTH"

VIEW	ACTION	RESULT
Making time for my health helps me perform better at work.	<ul style="list-style-type: none"> Prioritise health Make time to do more exercise Eat more healthy food 	<ul style="list-style-type: none"> Feel more energised Feel happier More mentally alert Positive impact on team morale Set good example to team and kids Live longer, less injury and illness

BENEFITS. WHAT ARE THE BENEFITS OF HAVING THIS VIEW?

BENEFIT	...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?
More energy	Get more done, work longer and smarter	Perform better
Better mental clarity	Make better decisions	Do things more efficiently
Exercise and eat well	Feel happier and healthier	Positive impact on team morale

CHALLENGES. WHAT ARE THE CHALLENGES OF HAVING THIS CONSTRUCTIVE VIEW?

CHALLENGE	...AND WHAT IS THE CHALLENGE OF THAT?	...AND WHAT IS THE CHALLENGE OF THAT?
Have to carve out time to exercise	Have to get up earlier in the morning	Fewer sleep ins
Have to leave work on time	Some colleagues might make it mean I'm not a hard worker	Have to overcome worrying about what others think of me



NOW IT'S YOUR TURN...

5.7 VIEW-ACTION-RESULT REFLECTION & TRANSFORMATION EXERCISE – YOU LEADING SELF

What development area from Leading Self have you chosen to work on?	
Why is working on this area important to you?	

YOUR CURRENT VIEW

VIEW	ACTION	RESULT

5 LEADING SELF

PERCEIVED BENEFITS. WHAT ARE THE BENEFITS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

z

BENEFIT	...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?

COSTS. WHAT ARE THE COSTS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

COST	...AND WHAT IS THE COST OF THAT?	...AND WHAT IS THE COST OF THAT?

WHAT BLIND SPOTS IN YOUR PERFORMANCE ARE OPENING UP FOR YOU WITH REGARDS TO THIS VIEW?

5.7.2 A CONSTRUCTIVE VIEW

WHAT IS AN ALTERNATIVE, MORE CONSTRUCTIVE VIEW OR NEW BELIEF THAT COULD GIVE YOU A DIFFERENT RESULT OR OUTCOME? EXPLORE THIS USING THE ACTIVITY BELOW.

VIEW	ACTION	RESULT

BENEFITS. WHAT ARE THE BENEFITS OF HAVING THIS VIEW? (I.E. HOW COULD THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

BENEFIT	...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?

CHALLENGES. WHAT ARE THE CHALLENGES OF HAVING THIS VIEW? (I.E. HOW COULD THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?).

CHALLENGE	...AND WHAT IS THE CHALLENGE OF THAT?	...AND WHAT IS THE CHALLENGE OF THAT?

WHAT NEW ACTIONS MIGHT BE POSSIBLE FOR YOU WITH THIS NEW VIEW?

LEADING OTHERS



6 LEADING OTHERS

Leading Others focuses on the care leader's ability to communicate with, relate to and work effectively with others. The capable leader builds quality relationships, develops others, adapts their style, demonstrates integrity, builds trust and effectively manages human resources.



In this section you will find relevant information to get you thinking and exploring and activities to help you reflect on yourself in relation to Leading Others. At the end you will find a Reflection and Transformation area that is designed to assist you to get to the heart of what is holding you back, connect with a new way or preferred self and commit to action to make the change.

The six topics covered to help grow Leading Others capabilities are:

- Quality Relationships
- Developing Others
- Adaptability
- Integrity
- Trust
- Human Resources

6.1 QUALITY RELATIONSHIPS

Effective leaders are adept at building and maintaining strong, trusting and relations with employees, and other stakeholders.

Leaders with a strength in this area appreciate situations and issues from the perspectives of others, they recognise the impact of their own behaviour or operating style on others and strive to find the best way of working with and leading others.

You can develop your strength in this area by completing the following exercise:



ACTIVITY: HOW WELL DO YOU KNOW YOUR TEAM?

The following exercise is designed to compare how well you think you know each member of your team, to how well you actually know them. Fill in the following table for 3 other team members.

Name:			
How well do you think you know them? 1-10?			
What are their 3 most important values?			
What are their strengths?			
What do they love doing?			
When are they at their happiest?			
Can you name any fav. books? food? music?			

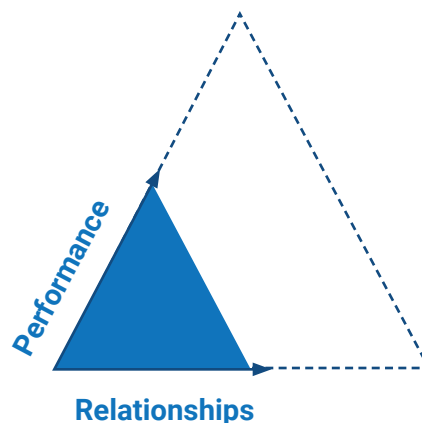
Once you have completed as much as you can on your own, we suggest finding out the rest of the answers by getting to know your team mates even further.

6 LEADING OTHERS

6.1.1 BUILDING RELATIONSHIPS

The better we know someone, the better we work with them. It explains why a sporting team made up of talented individuals who haven't played together before will always be beaten by a team that is less talented individually, but have trained and played together for a long time.

It is also true in the workplace. As we increase the quality of the relationships with the people we work with, we also increase our overall performance with them. This relationship is shown diagrammatically below.



Research has shown that there are three fundamental skills to developing effective relationships. These skills can be best described under three headings: Respect, Empathy, Genuineness (R-E-G).

Respect

Respect is behaviour that conveys to others that they are worthwhile, unique and valuable. It involves a commitment to interact with people in such a way that you hope to make others feel important. Respect is conveyed by:

- Giving positive attention
- Active listening
- Giving your time
- Remembering the person's name
- Introducing yourself
- Basic courtesies – offering a chair
- Asking questions
- Being complimentary
- Giving positive and corrective feedback.
- Asking their opinion
- Checking out assumptions you have made about the other person
- Being thoughtful, e.g. remembering concerns a person may have and enquiring as to how that is going
- Showing concern
- Remembering something they have told you before and reminding them of it
- Asking for assistance or support
- Being assertive rather than aggressive

Empathy

Empathy is behaviour that shows you understand, or are trying to understand, another person's worldview. In other words, you are trying to see the world in their way, or "walk a mile in their shoes." Empathy is conveyed by:

- Reflecting back to the other person feelings you are picking up i.e "you must have felt very angry" or "you sound very happy"
- Smiling when the other person smiles, frowning when the other frowns, etc. – behavioural mirroring
- Trying to understand why a person "did what they did", or "said what they said"
- Asking questions to gather information
- Spending time listening
- Sharing related experiences of your own

Genuineness

Genuineness is behaviour that conveys to others that you are being "real" with them. In other words, that you are not hiding behind roles or facades, and that you are being open and honest within appropriate boundaries. Essentially, it is making sure you are not coming across as a "phoney." Genuineness is conveyed by:

- Talking appropriately about yourself
- Responding naturally
- Sharing feelings appropriately
- Being spontaneous
- Verbal behaviour consistent with non-verbal behaviour
- Not being defensive
- Not pretending to be someone or something you are not
- Being honest and up front with people
- Sharing your real feelings or thoughts in a caring and assertive manner
- Not saying things you don't believe simply because you think other people would want to hear them.

How would you rate yourself on these three elements?



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What did you learn?

What have you decided to work on?

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6 LEADING OTHERS

6.1.2 THE CONFLICT CONTINUUM

Working well in teams requires a healthy amount of conflict. Many teams operate at one end of the spectrum which is 'artificial harmony' and believe that any step towards conflict is negative, however experiencing some level of constructive conflict is important for teams to grow.



Watch this video with Patrick Lencioni as he explains the conflict continuum

Link: <https://www.youtube.com/watch?v=XUEYL-cKaMM>

Or scan the QR code to the left

6.2 DEVELOPING OTHERS

This area refers to providing a supportive environment that inspires self-improvement and growth, finding and implementing ways to creatively challenge and develop others. This also includes managing performance, communicating expectations, rewarding achievement and providing constructive feedback. It also means dealing with unacceptable behaviour promptly and effectively.


6.2.1 COACHING SKILLS

Coaching is an integral skill used in strong leadership. Coaching can challenge previous thinking and problem solving, develop innovative ways of thinking and amplify the growth of your team.

Leadership coaching is defined as an interaction between two people aimed at helping someone to define and work towards goals in a problem-solving, solution-focused context. With effective coaching, an employee can improve the quality of their working life in a collaborative and supportive environment.

6.2.2 SOLUTION FOCUSED COACHING

The following provides a framework to provide solution focussed coaching to a team member or colleague.

Step 1: Measure performance	<p>Where would you put yourself on the scale of 0-10 with regards to performance?</p>  <p>0 = not performing well 10 = outstanding performance</p>
Step 2: Understanding their view	<p>“What are you doing now that says you are at that rating?” Collect their views, don’t challenge at this stage, just use active listening.</p>
Step 3: Sharing your view	<p>Add your feedback about what they are doing well.</p>
Step 4: Identifying the goal or 10/10	<p>“What would you be doing if you were at a 10?” Add additional things that you would like to see at a 10/10.</p>
Step 5: Identify a ‘+1’	<p>“If we met in _____ time and you had moved one point up the scale, what would you be doing differently?”</p>
Step 6: Identify plan/support	<p>“What do you need to do to achieve this +1?” “How can I support you to achieve this +1?”</p>
Step 7: Remeasure and repeat	<p>Book in regular catch ups to check in on progress and any support needed.</p>

6 LEADING OTHERS

6.2.3 WILLING AND ABLE MODEL

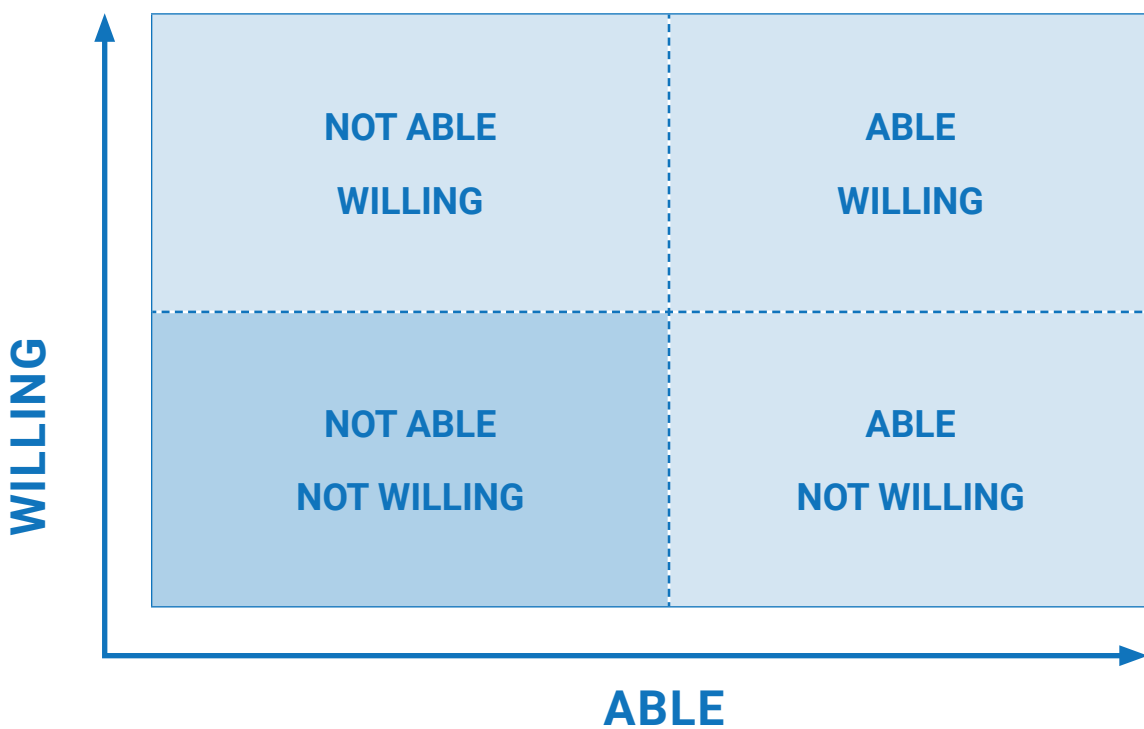
A useful tool to understand and assess employee performance is the Willing and Able Model. Performance can be measured on two scales:

1. Someone's willingness to do their job (motivation, attitude etc.)
2. Someone's ability to do their job (skills, knowledge, practical performance)

Plotting these two scales together provides us with four quadrants representing four performance categories.



ACTIVITY: SEE IF YOU CAN THINK OF SOMEONE YOU WORK WITH WHO WOULD FALL IN EACH CATEGORY.



The appropriate performance management approach will vary depending on the quadrant the employee fits into. The following table provides an explanation of the appropriate approach. Complete the table with the four people you had in mind.

QUADRANT/ CATEGORY	APPROPRIATE APPROACH	YOUR EXAMPLE	YOUR IDEAS TO APPROPRIATELY MANAGE THIS PERSON
Able and willing: high performers	Give feedback, acknowledge their contribution, challenge them, further develop them etc.		
Not able but willing: keen person who lacks skills	Give feedback, training, coaching, mentoring, additional support etc.		
Not willing but able	Give feedback. Understand what has impacted their willingness and see if there is anything you can do about it e.g. they might be bored		
Not willing or able	Formal performance management plan or process to manage poor performance.		

6 LEADING OTHERS



ACTIVITY: CAUSES OF POOR PERFORMANCE

Think of someone you are/were working with who was underperforming. What was the reason for their under-performance? Where do they fit in the Willing and Able model?

Think back to the last time you weren't performing at your best. What were the main causes? Where were you in the Willing and Able model?

6.2.4 NECESSARY CONVERSATION TOOL – BIP-C

BIP-C is a framework for having necessary conversations or providing feedback to someone in a constructive way. It presents four key ingredients of a constructive conversation that will help structure a meaningful message. It can be used to help prepare for a conversation or afterwards when a conversation didn't go so well - you can use it to see which ingredient was missing.

The four key ingredients are:

BEHAVIOUR, IMPACT, PREFERENCE, CONSEQUENCE.

BEHAVIOUR	IMPACT	PREFERENCE	CONSEQUENCE
What happened? Observable, specific	What impact did it have on you? How did you feel?	What behaviour would you prefer to see?	What is the benefit of this preference for BOTH of you? Buy-in
Yesterday when you didn't put the equipment back	I couldn't find it and felt frustrated spending time looking for it	It would be great if you could return the equipment to where it belongs or ask someone if you are unsure	That way we can both keep track of everything
Hint: Be truthful, avoid 'always' and 'never' statements	Hint: The impact needs to be about YOU, not the other person. Use 'I' statements	Hint: The preference needs to be reasonable and achievable.	Hint: The consequence is more powerful when it is positive.

They can be used in any order, in a way that feels comfortable or natural for you.

If your employee is Willing, but not Able, consider using the BIP-C to map out a conversation with them:
e.g. Able but not Willing



ACTIVITY: USE THE TEMPLATE BELOW TO PLAN A NECESSARY CONVERSATION OR REFLECT ON ONE YOU HAD RECENTLY

BEHAVIOUR	IMPACT	PREFERENCE	CONSEQUENCE

6 LEADING OTHERS

BEHAVIOUR	IMPACT	PREFERENCE	CONSEQUENCE



ACTIVITY: MANAGING UNDERPERFORMANCE

Can you think of a time when you have had to manage substandard performance, or is there currently a staff member who is failing to meet their performance requirements who you need to deal with? Describe the situation or poor performance.

What is your expectation of this person? What is the desired performance level of this person?

Does this person have the adequate resources and information to perform at the desired level? Is this person aware of your expectations?

Have you tried to deal with this issue already?

Map out a BIP-C conversation to open up a meaningful performance discussion.

BEHAVIOUR	IMPACT	PREFERENCE	CONSEQUENCE



LINK TO YOUR PERSONAL DEVELOPMENT PLAN

What did you learn?

What have you decided to work on?

Add your actions to your Personal Development Plan.

6 LEADING OTHERS

6.3 ADAPTABILITY

There is a Chinese proverb that says that the wise adapt themselves to circumstances, as water moulds itself to the pitcher.

Perhaps at no other time in recent history has adaptability been more important than it is now. Adaptability is the ability to change (or be changed) to fit new circumstances and is a crucial skill for leaders. Different situations call for different responses, approaches and styles in leadership and communication.

6.3.2 THE LEADERSHIP STYLES

Leaders use six leadership styles, but only four of the six consistently have a positive effect on climate and results. They are all valuable and useful in different situations.

The Authoritative Style (also known as Visionary)

Primary Objective: Inspiring others by providing long-term direction and vision for individuals

The Coaching Style

Primary Purpose: Long-term professional development of individuals.

The Affiliative Style

Primary Purpose: Creating harmony among individuals and between leaders and individuals.

The Democratic Style (also known as Participative)

Primary Objective: Building commitment and generating new ideas.

The Pacesetter Style

Primary objective: Accomplishing tasks to high standards of excellence.

The Coercive Style (also known as Directiveness or Commanding)

Primary Objective: Immediate compliance.



ACTIVITY (PART 1): LEADERSHIP STYLES

What type of leadership and communication style do you use most? Consider each of the statements and circle the one that is most appropriate to you.

1	Engage employees in working towards a shared vision	OR	Nurture personal relationships between your employees
2	Get active participation from all your team members	OR	Keep tight control, preferring not to delegate
3	Have a high level of initiative and are ready to seize opportunities	OR	Help employees identify their unique strengths and areas for development
4	Allow problems to be resolved through team discussions	OR	Clearly link performance and strategy with the vision
5	Role model high standards of performance and expect the same of others	OR	Expect 'do it because I say so'
6	Help employees to establish plans for achieving long-range development goals	OR	Value your employees, their feelings and openly share emotions
7	Guide employees to create their own solutions in moving forward	OR	Ensure close monitoring and don't rely on employee input
8	Quickly pinpoint poor performers and demand more from them	OR	Allow decision making to occur through consensus
9	Promote harmony and foster friendly interactions	OR	Develop and articulate an inspiring vision of how the future will look
10	Are more focused on your goals than on your employees goals	OR	Demand immediate compliance with your orders, without explanation
11	Actively collaborate with your employees to seek out their new ideas	OR	Encourage your employees to innovate, experiment and take calculated risks in pursuit of the vision
12	Link employees' strengths and areas of development to their personal career development goal	OR	Identify opportunities for positive feedback and praise for your employees
13	Expect employees to know what to do without clear guidelines	OR	Operate from a common set of shared core values and beliefs
14	Listen intently to your employees thoughts and concerns	OR	Provide feedback on what employees have done wrong
15	Limit constructive advice on how to improve as relationships are more important	OR	Encourage employees to take on challenging assignments that stretch their capabilities
16	Remind employees of the larger purpose of their work	OR	Know exactly the way things should be done
17	Focus on the emotional needs of your employees over task direction, goals and standards	OR	Link personal and career development goals with organisational results
18	Trust your employees' capability and experience	OR	Rescue the situation, if your employee doesn't deliver on performance
19	Create a team where employees feel a sense of belonging to your team and the organisation	OR	Encourage your employees to work together as a team
20	Apply continual high pressure to achieve performance goals	OR	Focused on telling others what they need to do
21	Avoid performance related confrontation with others	OR	Provide ongoing constructive performance feedback that builds motivation
22	When giving instructions, believe in 'Do as I do'	OR	When giving instructions believe in 'try this' then 'how does that work for you?'

6 LEADING OTHERS



ACTIVITY (PART 2)

The following table corresponds to the type of Goleman's (2000) leadership style that best matches the descriptions. Copy your answers from the descriptions to the following table to indicate which type of leadership style you chose in each case.

1	Authoritative	OR	Affiliative
2	Democratic	OR	Coercive
3	Pace Setting	OR	Coaching
4	Democratic	OR	Authoritative
5	Pace Setting	OR	Coercive
6	Coaching	OR	Affiliative
7	Coaching	OR	Coercive
8	Pace Setting	OR	Democratic
9	Affiliative	OR	Authoritative
10	Pace Setting	OR	Coercive
11	Democratic	OR	Authoritative
12	Coaching	OR	Affiliative
13	Pace Setting	OR	Authoritative
14	Democratic	OR	Coercive
15	Affiliative	OR	Coaching
16	Authoritative	OR	Coercive
17	Affiliative	OR	Coaching
18	Democratic	OR	Pace Setting
19	Authoritative	OR	Democratic
20	Pace Setting	OR	Coercive
21	Affiliative	OR	Coaching
22	Pace Setting	OR	Coaching



ACTIVITY (PART 3): MY STYLE

Which leadership style do you use the most?

How do you think this has impacted the team?

Which of the leadership styles would you like to introduce more/less often in your current role and why?

What will you do to develop new styles of leadership?

6 LEADING OTHERS

6.4 TRUST & INTEGRITY

Integrity means doing what you say you'll do and ensuring your actions are consistent with your words. It means being reliable, honest, authentic and leading others with both heart and mind.

Authenticity is behaviour that conveys to others that you are being 'real' with them. In other words, that you are not hiding behind roles or facades, and that you are being open and honest within appropriate boundaries. Essentially, it is making sure you are not coming across as a 'phoney,' or 'wishy-washy.'

It is conveyed by:

- Talking appropriately about yourself
- Responding naturally
- Sharing feelings appropriately
- Verbal behaviour consistent with non-verbal behaviour
- Not being defensive
- Not pretending to be someone or something you are not
- Being honest and up front with people
- Sharing your real feelings or thoughts in a caring and assertive manner
- Not saying things you don't believe simply because you think other people would want to hear them.

6.4.1 WHEEL OF INTEGRITY

Integrity is like a bicycle wheel.

When all spokes are intact and undamaged, the wheel rim has perfect structural integrity. All the right characteristic foundations are in place to support high performance. It can perform at its optimal functioning capacity.

However, like a broken promise, if one spoke is damaged, the structural integrity of the whole wheel is weakened.

Over time, if this spoke is not repaired, the wheel loses its shape, its performance is affected and the weakness is visible.

While we may have good intentions, occasionally we break promises or commitments. One broken spoke won't harm the wheel's performance unless it goes unfixed. The important thing is to repair the spoke and restore the structural integrity of the wheel.

What's an example of a time you have broken a promise or not followed through on a commitment to someone?



ACTIVITY: HOW DID YOU TRY TO FIX THE SITUATION?

Often we try to repair a broken promise through generating excuses, reasons, justifications, explanations, or blaming others. However, this approach is costly because the integrity of your relationship with the other person remains damaged.

Where a broken promise is left unrepaired or unresolved, this baggage from the past can live on into our future. One way to resolve this is using the Completion Sequence, below (The Three Laws of Performance, Zaffron & Logan, 2009).

6.4.2 THE COMPLETION SEQUENCE

When looking at your issue from the previous section, is there anyone involved in the situation with which you feel distance or where you sense that something is 'off' but you just can't put your finger on it? What you're seeing is an **incompletion** – something that lives in your future due to baggage from the past.

The Completion Sequence is a future-based communication process you can use to repair and restore the structural integrity of a relationship. Particularly when things are left 'unsaid' or feel incomplete after a broken agreement or miscommunication.

1. Start a conversation with the person with whom you need to resolve something.

Create a scenario or frame the situation in such a way that resolving the issue is of benefit to the issue. Speak about the benefits or positive outcomes.

E.g. "I'd like to discuss something which, if resolved, will make our working relationship much stronger, improve the team morale and increase our effectiveness and performance overall".

2. Address what happened.

Let them know your perspective on the situation and take responsibility for all parts (e.g. what decisions you made, what you did or didn't do in the situation concerning the relationship between you and the other person).

Because you harboured and held onto it, you have to take responsibility for the diminishment of the relationship. It may even be to such an extent that you ask to be forgiven for what happened.

E.g. "I acknowledge and take responsibility for this."

3. Take whatever action is necessary.

Apologise or give up your excuses or old stories. When we give something up, forgive or are forgiven, a new space opens up.

E.g. "Today I decide to give up the grudge I've been holding onto for all these years, and move forward."

In this space, a new future can be created. Both of you can move forward and learn from this situation so that it will be less likely to occur again.



ACTIVITY: USE THE COMPLETION SEQUENCE ON THE ABOVE EXAMPLE YOU SHARED



LINK TO YOUR PERSONAL DEVELOPMENT PLAN

What did you learn?

What have you decided to work on?

Add your actions to your Personal Development Plan.

6 LEADING OTHERS

6.4.3 TRUST COMES FROM FEELING SAFE

In Simon Sinek's TED talk on Why Great Leaders Make You Feel Safe, Simon shows that leaders who makes their employees feel secure, draw their teams into a circle of trust. In this environment, everyone has each other's back.



Watch this great Ted Talk as Simon Sinek explains why good leaders make you feel safe
Link: <https://youtu.be/lmyZMtPVodo> (Simon Sinek - Safe)
Or scan the QR code to the left



ACTIVITY: BUILDING TRUST

Who would you consider to be in your 'circle of trust'?

How do you know that you can trust these people? What do they do (or not do) that makes you feel safe?

How can you show your team that you 'have their back'? How can you build their trust for you?

6.5 INFLUENCE

Influence refers to the ability to make things happen through others without relying on formal authority. It shapes outcomes by steering negotiations and influencing stakeholders. It can also include presenting reasonable and convincing arguments to persuade others and shape outcomes.



ACTIVITY: WHAT'S MY PREFERRED STYLE OF INFLUENCE?

There are different ways of influencing others. Some examples of these are explained in the table below. Rank the styles of influence in the order (1-7) that you use them the most. To clarify, think back to memorable occasions or conversations.

RANK	INFLUENCE STYLE	BEST USES	WORST USES
	Friendliness Influencing others by making them like you	Personal favours. Cross-functional situations. You're not in charge	You are in charge, especially for new supervisors – employees expect a boss Substituting it for formal authority
	Bargaining Influencing others by exchanging favours	Need something from a co-worker or peer. Equal exchange of resources	Overuse sets pattern of obligations and paybacks You give more than you get back Use it instead of formal authority
	Reason Influencing others by relying on facts, data and concrete information	Most popular strategy in organisations. Discussions based on prepared logic and evidence	Overuse when situation calls for emotional response too, i.e. downsizing Poor logic or facts disguised as truths
	Higher Authority Influencing others by referring to chain of command	Back-up strategy for seeking compliance on unpopular changes or rules. Support for lower managers' opinions	Seen as "running to the principal", potentially creates mistrust in team Perceived as incapable of making own decisions or taking own actions
	Aggressiveness Influencing others by showing you are "in charge"	Need employee compliance with standard rules and regulations You're absolutely sure you're right	Overuse results in resentment and fear among employees "Crying Wolf"
	Assertiveness Seeking support through clearly and respectfully stating your views and preferences and asking for your needs to be met	No hidden agendas Opens up room for negotiation and learning	None
	Coalition Building Seeking support from most likely proponents first in order to take on severest critics	Gain alliances to get what you need Sell your ideas or requests to others	Overuse seen as a conspiracy, especially by insecure leaders Seen as "rocking the boat"

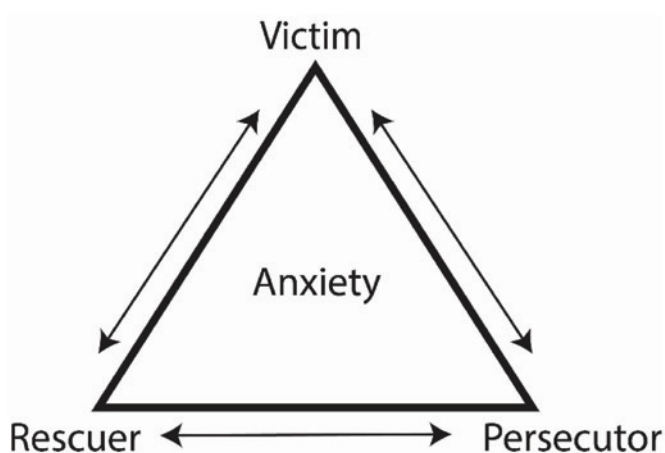
6 LEADING OTHERS

6.5.1 DRAMA TRIANGLE

The drama triangle is a social model that was conceived by Stephen Karpman, a student studying under Eric Berne, the father of transactional analysis.

The Karpman Drama Triangle models the connection between personal responsibility and power in conflicts, and the destructive and shifting roles people play. Drama occurs when people are focused on assigning blame, wanting to be right, toxic relationships and fear.

He defined three roles in the conflict; Persecutor (or Villain), Rescuer (or Hero) and Victim.



The **Victim** is helpless, powerless, can never cut a break or get a head. They say things like, "This always happens to me". Victims are at the effect of life – life is happening to them (whether it be a person, a circumstance or condition).

The **Rescuer (or Hero)** takes responsibilities for other people's problem – they make it their own problem rather than looking at their own life which could be a mess. They say things like, "I'll do it for you." This creates dependency on them and they seek value by being needed by others.

The **Persecutor (or Villain)** is self righteous and needs to be right. They blame others and say things like "They're wrong. They need to do what I say."

While we can often find ourselves moving in and around and between these roles, there is often a "starting gate" with which we most naturally enter into. However, all of the roles often cause drama and anxiety and result in powerlessness or helplessness.



ACTIVITY: WHO AM I IN DRAMA

Reflecting on the above roles, which one tends to be your most natural “starting gate” that you enter?

So, how do we get out of the drama triangle?

1. If you are victim, become a **Survivor**. Think like a problem solver, ask questions like, What do I want? What steps can I take to get what I want? Reflect on what is going your way. Write down 3 things you’re grateful for or a list of things you achieved this week?
2. If you are rescuer, become a **Coach**. Rather than giving them a fish sandwich, teach them how to fish, coach them, enable and empower them. Ask questions like, “What would you like to see happen?” Set boundaries around responsibilities.
3. If you are persecutor, become a **Challenger**. Be firm but fair. Set boundaries around areas of responsibility – remember not all problems are yours to solve.

When our relationships are free of drama, we are happier, healthier and more constructive. We are not so drained and powerless. Teams that step out of drama and reacting, and choose to respond and be present are more creative, aligned, engaged and energised. They have more fun and get things done.

What can you commit to doing to move yourself and your team members out of a drama triangle towards a state of presence?



Watch this video to learn more about operating in Presence Vs the Drama Triangle by the Conscious Leadership Group.
Link: https://www.youtube.com/watch?v=ovrVv_RICMw
Or scan the QR code to the left

6 LEADING OTHERS

6.6 VIEW-ACTION-RESULT REFLECTION & TRANSFORMATION EXERCISE

6.6.1 EXAMPLE – LEADING OTHERS

<p>What development area from Leading Self have you chosen to work on?</p>	<p><i>Delegation of work to others</i></p>
<p>Why is working on this area important to you?</p>	<p><i>I want to get better at this because I am too busy right now</i></p>

Note: Before completing the following exercises, you can also read the VAR Instruction, found in section 2. This section provides background to the VAR model, why it's so important, how it works and examples to help you work through your own.



6.6.3 EXAMPLE - CURRENT VIEW OF "DELEGATION"

VIEW	ACTION	RESULT
I don't have time to delegate, it's quicker if I do it myself.	Never delegate Do everything myself	Always busy Stay back, work long hours My team never learns or develops their own skills My team depends on me for everything

PERCEIVED BENEFITS. WHAT ARE THE PERCEIVED BENEFITS OF HAVING THIS VIEW? (I.E. HOW DOES THIS PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

BENEFIT	...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?
Look busy and important	People see me as a hard worker	Get praise and status
Always in control	I know everything that's going on	Feel like nothing can go wrong, no mistakes
Don't have to take the time to explain it	Meet deadlines	Seen as competent and capable

COSTS. WHAT ARE THE COSTS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

COST	...AND WHAT IS THE COST OF THAT?	...AND WHAT IS THE COST OF THAT?
Always busy or 'reacting'	Feel overworked and stressed	Burnt out, time off for sick leave
Team doesn't know how to do it themselves	They don't grow and can't step up	Team feel bored and disengaged
Team can't make decisions on their own	More work for me	Nothing ever changes and I just get more overloaded

6 LEADING OTHERS

6.6.3 EXAMPLE - CONSTRUCTIVE VIEW OF "DELEGATION"

VIEW	ACTION	RESULT
Delegating helps build my team's skills	Take the time to delegate to my team Not do everything myself	Builds my team's skills and develops them Team gets involved and steps up I am freed up to do higher level work

BENEFITS. WHAT ARE THE BENEFITS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

BENEFIT	...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?
Team is growing and developing skills	Team feels happy and confident	More productive and engaged, positive morale
I have more time to plan and be proactive	We are better organised	Do things more efficiently, I look like a more capable leader
Less stress	More happy and calm at work	Positive impact on team morale

CHALLENGES. WHAT ARE THE CHALLENGES OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

CHALLENGE	...AND WHAT IS THE CHALLENGE OF THAT?	...AND WHAT IS THE CHALLENGE OF THAT?
They might do it differently to me	I have to realise things might not be done 'my way'	Acceptance that different approaches can achieve the same objective
It takes longer to teach them initially	Investing time now to free up time in the future	HAVING to make the time to teach them now
HAVING to develop their capability	Pedicating the time to set them up for success	HAVING to give feedback



NOW IT'S YOUR TURN...

6.7 VIEW-ACTION-RESULT REFLECTION & TRANSFORMATION EXERCISE – YOU LEADING OTHERS

<p>What development area from Leading Self have you chosen to work on?</p>	
<p>Why is working on this area important to you?</p>	

6.7.1 YOUR CURRENT VIEW

VIEW	ACTION	RESULT

6 LEADING OTHERS

BENEFITS. WHAT ARE THE BENEFITS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

BENEFIT	...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?

COSTS. WHAT ARE THE COSTS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?).

COST	...AND WHAT IS THE COST OF THAT?	...AND WHAT IS THE COST OF THAT?

WHAT BLIND SPOTS IN YOUR PERFORMANCE ARE OPENING UP FOR YOU WITH REGARDS TO THIS VIEW?

6.7.2 A CONSTRUCTIVE VIEW

What is an alternative, more constructive view or new belief that could give you a different result or outcome? Explore this using the activity below.

VIEW	ACTION	RESULT

BENEFITS. WHAT ARE THE BENEFITS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

BENEFIT	...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?

6 LEADING OTHERS

CHALLENGES. WHAT ARE THE COSTS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?).

CHALLENGE	...AND WHAT IS THE CHALLENGE OF THAT?	...AND WHAT IS THE CHALLENGE OF THAT?

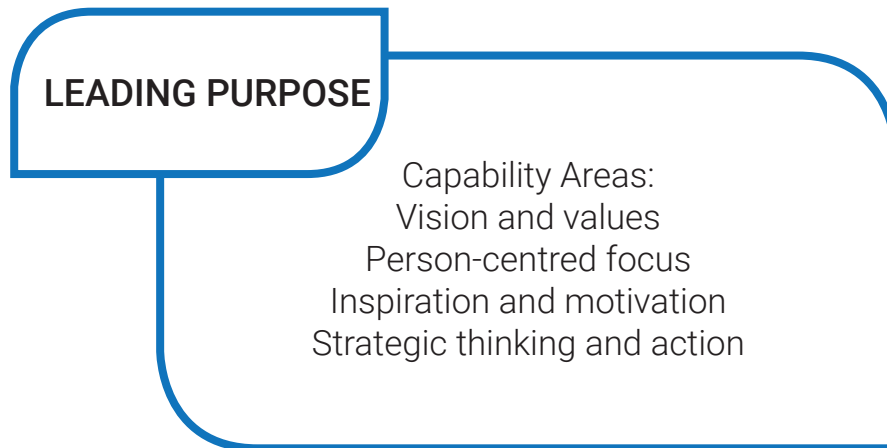
WHAT NEW ACTIONS MIGHT BE POSSIBLE FOR YOU WITH THIS NEW VIEW?

LEADING PURPOSE



7 LEADING PURPOSE

Leading Purpose centres around a leader's ability to articulate and promote the organisation's spirit, purpose and strategic direction in ways that engage and empower employees, clients and stakeholders. The capable leader recognises their role as a principal representative of the organisation and all it stands for.



In this section you will find relevant information to get you thinking and exploring and activities to help you reflect on yourself in relation to Leading Purpose. At the end you will find a Reflection and Transformation area that is designed to assist you to get to the heart of what is holding you back, connect with a new way or preferred self and commit to action to make the change.

The four topics covered to help grow Leading Purpose capabilities are:

- Vision & Values
- Person Centred Focus
- Inspiration & Motivation
- Strategic Thinking & Action



7.1 PURPOSE

A clear and inspiring purpose is positively demanding. It's collective, individual and gives the organisation a conscience. It describes what the company knows must change in the world and the role it sees for itself in helping to achieve that change. It explains why people come to work. It gives each person a reason to be proud and engaged in what they do. The French call it their, "raison d'être" (reason for being) and is a central driver of effort and focus.

In 1960, in a speech by David Packard to Hewlett-Packard's training group, he said,

"Purpose (which should last at least 100 years) should not be confused with specific goals or business strategies (which should change many times in 100 years).

Whereas you might achieve a goal or complete a strategy, you cannot fulfill a purpose; it's like a guiding star on the horizon—forever pursued but never reached.

Yet although purpose itself does not change, it does inspire change. The very fact that purpose can never be fully realized means that an organisation can never stop stimulating change and progress."

7.2 VISION AND VALUES

Leaders who are strong in this area approach their leadership in line with the organisation's vision, purpose (or mission), and values. They provide clear direction and priorities to support the implementation of the organisation's vision as well as identifying and challenging behaviour that contravenes organisational values.



ACTIVITY

What is your organisation's purpose (or mission)?

What is your organisation's vision?

What are your organisation's values? What do each of the values mean? How do they play out in the workplace?

7 LEADING PURPOSE

How do you currently lead and 'live' the organisational values?

Where are there inconsistencies or gaps in your behaviour and the organisation's values? How could you improve in these areas?

7.2.1 WAYS TO EMBED PURPOSE, VISION AND VALUES:

Communicate purpose, vision and value-focused info everywhere: For example, you can share updates and information related to your vision and values in emails, during meetings, presentations and announcements.

Integrate it into your processes. You can integrate your vision and values into your culture by recruiting, training, measuring, recognising, developing, and promoting based on how your staff align to these areas. For example, if one of your values is teamwork, you can reinforce the value of teamwork by praising and recognising anyone who is shown to support their team members.

Link their role with the organisation purpose. Articulate how you expect each person or department within your business to play a part in this purpose. What is valuable about their work and how is it part of the bigger picture? How does it connect to them on a personal level?

Recognise and empower the 'flames'. Flames are those employees that believe in and understand the greater purpose of your business. They are the key influencers who determine your team culture. Show them how their actions are expressing the company purpose and how they're making an impact.

You can do this by celebrating them when they go above and beyond and do well on behalf of the organisation (no matter how big or small). Look for the ones who are passionate about creating positive change; you can always develop a set of skills, but it's more challenging to 'teach' a positive attitude. This will also help those who don't believe in the concept of purpose to move onto their next chapter. This helps bring out the best in people, it gives them fulfilment and benefits beyond the financial side which is exactly what intrinsic motivation is all about. It's a win-win.



Watch Simon Sinek explain how the WHY relates to Vision
Link: <https://bit.ly/2VFnpff> (TED TALK, Simon Sinek)
Or scan the QR code to the right



ACTIVITY: PURPOSE, VISION AND VALUES

Reflecting on what you have learnt, how can you integrate and reinforce the Purpose, Vision and Values of your organisation into your work as a leader with your employees?



LINK TO YOUR PERSONAL DEVELOPMENT PLAN

What did you learn?

What have you decided to work on?

Add your actions to your Personal Development Plan.

7.3 PEOPLE-CENTERED FOCUS

Holding a people-centered focus means care practices honour and uphold the preferences, needs and values of the recipients. It also means ensuring care recipients are central to decision-making regarding their care and that leaders consistently model respect for care recipients' home environments.

7.3.1 CONSENSUS FRAMEWORK - INOCC

INOCC is a framework that can be used to achieve consensus or 'win/win' outcomes when different parties are committed to generating options to find one that best meets the needs of each member of the group.

The following INOCC framework can be used as a step-by-step guide for reaching a consensus decision that best meets the needs of all parties. It can also be used as the framework for meetings that need to recognise a range of needs from different people. The framework accounts for the Issue, Needs (of all parties), Options, Consideration of the options i.e. pros and cons of each, and Consensus decision.

See how INOCC is used to come to a consensus decision below and then think of your own challenge and apply the framework your relevant situation. Work through the sections below using a relevant situation for you right now which involves the recipients of care, taking into consideration their needs and the 'givens' to generate a win/win outcome.

7 LEADING PURPOSE

See how INOCC is used to come to a consensus decision below and then think of your own challenge and apply the framework your relevant situation. Work through the sections below using a relevant situation for you right now which involves the recipients of care, taking into consideration their needs and the 'givens' to generate a win/win outcome.



ACTIVITY: INOCC

Example Situation – Customer doesn't want anyone looking at him while he showers. He still has some ability to self shower, however the recommendation from Allied Health is that he be observed and assisted while showering in case he falls. The customer feels embarrassed to be observed when showering so wants only one carer consistently.

INOCC	EXAMPLE	YOUR RELEVANT SITUATION
<p>ISSUE</p> <p>What is the common goal? What can you both agree you need to achieve?</p>	<p><i>Safety while showering</i></p>	
<p>NEEDS</p> <p>What are my needs? What are your/their needs? My needs + your needs = our needs. Differentiate needs from options.</p>	<p><i>Prevent slips</i></p> <p><i>Encourage remaining independence</i></p> <p><i>Protect dignity</i></p> <p><i>Ensure hygiene</i></p> <p><i>Follow care plan/ recommendations from professionals</i></p>	
<p>OPTIONS</p> <p>Generate options that meet and address each need (not just your own).</p>	<p><i>Assign him one carer only to assist him when showering</i></p> <p><i>Shower chair so he doesn't fall- other equipment recommended by AH</i></p> <p><i>Carers to be in the bathroom with him but to turn their backs to preserve his dignity</i></p>	



<p>CONSIDER OPTIONS</p> <p>Consider the pros and cons of each</p>	<p><i>Not possible to have one carer on same shift daily.</i></p> <p><i>If carer's backs is turned while he's showering he could still fall</i></p> <p><i>If carers are helping him shower and he falls they could also be hurt</i></p> <p><i>Having a chair will ensure he doesn't fall and he can still shower himself and the carer stays safe too. The carer could also still turn their back while he is showering or stay outside the room, but within earshot in case he needs assistance.</i></p>	
<p>CONSENSUS DECISION</p> <p>What are the next steps? How can we get buy-in to the decision?</p>	<p><i>Shower chair, with carer on duty to respect his remaining independence but waiting outside the bathroom or with back turned</i></p>	

7.4 INSPIRATION AND MOTIVATION

Leaders who inspire and motivate are those who exude passion and energy about the organisation, its goals and the work itself. They encourage and reward great work, create a climate in which people want to do their best and share ownership and visibility of activities and achievements.

"Inspire" translates to "in spirit" and is a drive that comes from within. Inspiration pulls one towards something that stirs their heart, mind, or spirit. For example, one is inspired by an idea, a person, or a potential envisioned future. The root word of "motivate" is "motive," and is an external force that pushes one to take action when motivated by the result. For example, a financial reward, recognition or accolade.

7 LEADING PURPOSE

7.4.1 HOW GREAT LEADERS INSPIRE

As Simon Sinek taught us in his TED Talk, "How Great Leaders Inspire Action," no one follows a leader for the leader. They follow a leader for **themselves**. The most inspirational leaders ignite a spark within their employees and followers that move them to action. They don't require motivation to act because they've been inspired from the inside to act.

What follows is a collection of strategies compiled from various studies and sources that help to inspire others.

- **Communicate a Clear Vision, Mission, and Values.** Inspiring leaders know that the most effective way to inspire others is to clearly articulate what the organisation believes in, why it exists, and where they are going. They make it tangible enough that it is easy to understand and apply.
- **Create Stretch Goals.** Paint a bold picture for your employees that helps them visualize the potential future you are working towards.
- **Work with Them.** The most inspiring leaders are highly collaborative. They work alongside their people to make things happen, rather than issuing directives. Two of the most inspiring words are we and together.
- **Encourage Self-Development.** Inspiring leaders want their people to develop. They invest in them, and they encourage activities that foster physical, intellectual, emotional, and spiritual growth & wellbeing.
- **Invest Time in Good Communication.** Inspiring leaders understand the impact of great communication, and the harm of poor communication. They know communication can be a catalyst to growth, and use it as a strategic tool to achieve their goals.
- **Listen.** Again, employees want to know they matter. It's not enough to share the vision. Employees want to contribute their ideas and perspectives as well.
- **Act with Integrity; Inspire Trust.** Employees take their cues from their leaders. They are always watching, whether consciously or unconsciously. They believe in their leaders, they must believe them. Inspiring leaders are true to their 'word' and know every action matters.



ACTIVITY: INSPIRING LEADERS

Who is an example of a leader who inspires you?

What is it that they do (or don't do) that leads you to feel inspired?

How can you inspire your people? What is your commitment going forward?

7.4.2 MOTIVATION

Reflect on these motivation activities:

WHAT MOTIVATES YOU?	WHAT MIGHT MOTIVATE THOSE AROUND YOU?

7.4.3 HERZBERG'S THEORY OF MOTIVATION

The key to understanding Herzberg's Motivation-Hygiene Theory is that the factors that involve job content (motivation factors) tend to lead to job satisfaction. When these factors are not present on the job, workers do not tend to be dissatisfied – they simply are “not satisfied.”

Workers who are “not satisfied” do not tend to restrict productivity; they just don't get involved in their job or put forth the extra effort to do a good job. Workers who are “satisfied” put forth that extra effort and productivity increases.

MOTIVATION FACTORS: DEAL WITH CONTENT AND LEAD TO SATISFACTION	HYGIENE FACTORS: DEAL WITH CONTEXT AND LEAD TO DISSATISFACTION
<ul style="list-style-type: none"> • Growth • Work itself • Responsibility • Achievement • Advancement • Recognition 	<ul style="list-style-type: none"> • Policies and administration • Supervision • Interpersonal relations • Status • Working conditions • Security • Salary and benefits

Factors that involve job context (hygiene factors) tend to lead to job dissatisfaction. When these factors are considered good, or acceptable, workers do not tend to become “satisfied”, they simply become “not dissatisfied.” Productivity is not restricted – it is just held at an acceptable level. When workers become dissatisfied with any of these factors they tend to restrict output.

7 LEADING PURPOSE



ACTIVITY: MOTIVATION FACTORS CHECK IN

MOTIVATING FACTOR	HOW IMPORTANT IS THIS TO YOU?	HOW IMPORTANT IS THIS TO YOUR EMPLOYEES?
Good personal 'fit' <ul style="list-style-type: none"> • Work location, hours • Flexibility • Work/life balance • Using your skills and expertise 		
Team Culture 'fit' <ul style="list-style-type: none"> • Working in a team where values are lived • Great working relationships • Connection with peers • Leaders demonstrate values 		
Feedback and Recognition <ul style="list-style-type: none"> • Verbal praise and acknowledgement • Constructive feedback about development areas • Opportunities for recognition e.g. awards • Acts of appreciation e.g. thank you cards, gifts 		
Training, Development and Challenge <ul style="list-style-type: none"> • Opportunities to grow and develop • Participating in training • Feeling challenged by tasks 		
Financial <ul style="list-style-type: none"> • Salary • Other financial benefits or inclusions 		
TOTAL	/25	/25

7.5 STRATEGIC THINKING AND ACTION

Strategic thinking and action means thinking ahead, articulating pictures and visions of the future and condensing high-level strategy directives into clear goals and targets.

7.5.1 START WITH WHY

Most people know 'what' they do at work. Some people know 'how' they do their work and very few people can meaningfully connect with 'why' their organisation or team does what they do.

WHY: Your vision, purpose, mission

HOW: Your strategy, values

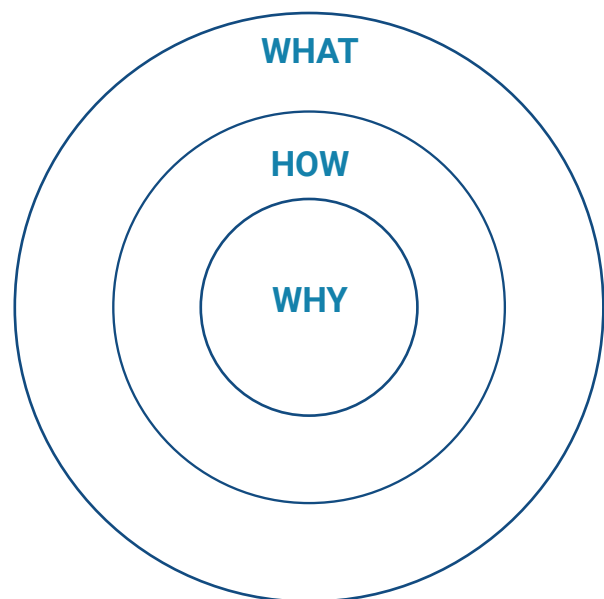
WHAT: Your actions

Simon Sinek uses Apple as an example of an organisation who clearly distinguishes and articulates the difference between WHY, HOW and WHAT.

WHY: "We aim to challenge the status quo."

HOW: "Our products are user-friendly, beautifully designed, and easy to use."

WHAT: "We happen to make great computers."



Watch Simon Sinek explain the importance of organisational purpose in his clip **Start with Why – How Great Leaders Inspire Action**

Link: <https://bit.ly/2SJVo08> (TED TALK, Simon Sinek)

Or scan the QR code to the left

7 LEADING PURPOSE



ACTIVITY: STRATEGIC PLANNING FRAMEWORK

Complete the following table for your organisation and how it translates through to your department, team and individuals.

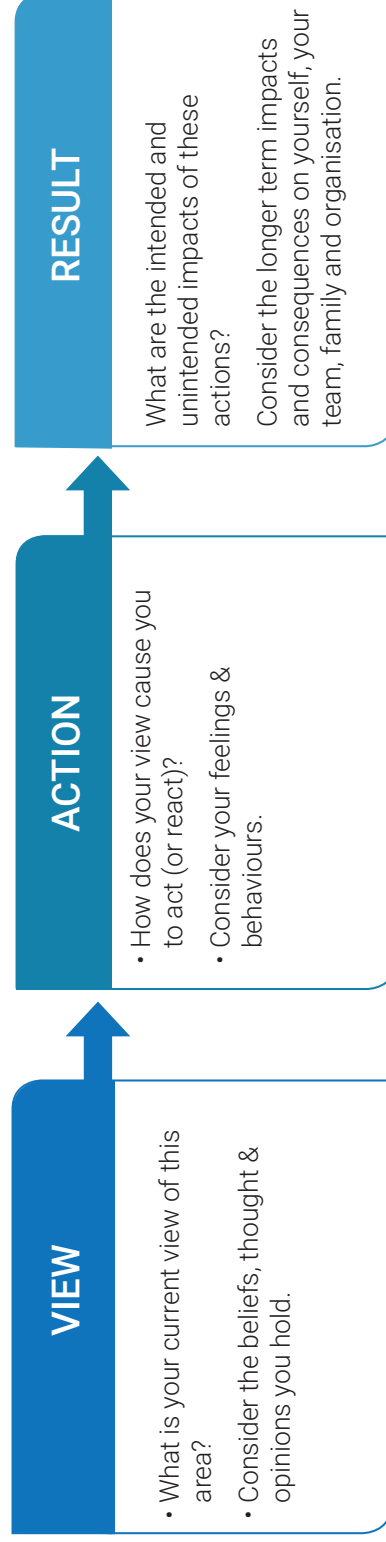
WHY	<ul style="list-style-type: none"> • Mission • Vision • Purpose 			
HOW	Strategies Link with Values Consider SWOT Analysis			
WHAT	Priorities Actions Outcomes Timeline Accountability	What are you actually going to do to achieve this? What is the biggest priority? Where will you start? What is your timeline i.e. when will this be achieved? How will you know you have achieved it i.e. how will you measure this? Who is accountable for this? What support do they need?		

7.6 VIEW-ACTION-RESULT REFLECTION & TRANSFORMATION EXERCISE

7.6.1 EXAMPLE – LEADING PURPOSE

What development area from Leading Purpose have you chosen to work on?	Lives the organisation's values
Why is working on this area important to you?	Want to be seen as a good leader doing the right thing

Note: Before completing the following exercises, you can also read the VAR Instruction, found in section 2. This section provides background to the VAR model, why it's so important, how it works and examples to help you work through your own.



7 LEADING PURPOSE

7.6.2 EXAMPLE – ONE VIEW OF “VALUES”

VIEW	ACTION	RESULT
“values Shmvalues” – that’s wishy washy BS	Don’t look at the values Don’t live them Make fun of them / snigger behind management’s backs	My team doesn’t see them as important Do my own thing

PERCEIVED BENEFITS. WHAT ARE THE PERCEIVED BENEFITS OF HAVING THIS VIEW? (I.E. HOW DOES THIS PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

BENEFIT	...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?
Don’t have to live up to any standards	No rules to worry about, act how I want	Easier (don’t have to think/challenge myself)
Seen as a “cool” / easy going leader	Liked by team	Feel a sense of camaraderie with my team
Not be seen as buying into the corporate BS	Seen as a strong, independent, authentic leader	Feels good

COSTS. WHAT ARE THE COSTS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

COST	...AND WHAT IS THE COST OF THAT?	...AND WHAT IS THE COST OF THAT?
My team doesn’t live the values, they just do their own thing	Selfish behaviour, dishonesty, work to their own agenda	Culture and teamwork suffers, toxicity ensues
Staff confused as to what to do and what’s right or wrong	Inconsistent, unpredictable behaviour	Bad reputation with clients/customers
Not seen as a serious leader	Leadership reputation damaged	Not looked up to by staff

7.6.3 EXAMPLE - CONSTRUCTIVE VIEW OF "VALUES"

VIEW	ACTION	RESULT
Values are important – they help guide behaviour, give direction and get everyone on the same page	Respect the values, take them seriously Live the values through my behaviour	Seen as a leader who walks the talk Team also lives the values

BENEFITS. WHAT ARE THE BENEFITS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

BENEFIT	...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?
Seen as a leader of integrity, who walks the talk	People look up to me	Feel respected and happy
Reward and recognise staff who live the values	Positive, aligned behaviour is rewarded and encouraged	Positive team culture; morale spreads
Team has a clear set of guidelines for behaviour	Staff feel secure in knowing what's expected	Staff feel safe and happy

CHALLENGES. WHAT ARE THE CHALLENGES OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?).

CHALLENGE	...AND WHAT IS THE CHALLENGE OF THAT?	...AND WHAT IS THE CHALLENGE OF THAT?
Need to behave consistently in line with values	It will stand out when I don't live the values	It will take commitment and integrity
I'll notice when others do not behave in line with values	I'll have to have necessary conversations with those people	It will take courage – need to overcome my fear of conflict

7 LEADING PURPOSE



NOW IT'S YOUR TURN...

7.7 VIEW-ACTION-RESULT REFLECTION & TRANSFORMATION EXERCISE – YOU LEADING PURPOSE

What development area from Leading Purpose have you chosen to work on?	
Why is working on this area important to you?	

7.7.1 YOUR CURRENT VIEW

VIEW	ACTION	RESULT

PERCEIVED BENEFITS. WHAT ARE THE PERCEIVED BENEFITS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

BENEFIT	...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?

COSTS. WHAT ARE THE COSTS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

COST	...AND WHAT IS THE COST OF THAT?	...AND WHAT IS THE COST OF THAT?



7 LEADING PURPOSE

WHAT BLIND SPOTS IN YOUR PERFORMANCE ARE OPENING UP FOR YOU WITH REGARDS TO THIS VIEW?

7.7.2 A CONSTRUCTIVE VIEW

WHAT IS AN ALTERNATIVE, MORE CONSTRUCTIVE VIEW OR NEW BELIEF THAT COULD GIVE YOU A DIFFERENT RESULT OR OUTCOME? EXPLORE THIS USING THE ACTIVITY BELOW.

VIEW	ACTION	RESULT

BENEFITS. WHAT ARE THE BENEFITS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

BENEFIT	...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?

CHALLENGES. WHAT ARE THE CHALLENGES OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?).

CHALLENGE	...AND WHAT IS THE CHALLENGE OF THAT?	...AND WHAT IS THE CHALLENGE OF THAT?

WHAT NEW ACTIONS MIGHT BE POSSIBLE FOR YOU WITH THIS NEW VIEW?

LEADING BUSINESS



8 LEADING BUSINESS

The focus of this domain is the care leader's management of business resources to achieve organisational goals within a dynamic operating environment and in accordance with regulatory, governance, risk management, ethical, equity and commercial requirements. The capable leader recognises that effective business management facilitates achievement of organisational goals.

It includes capabilities in the areas of: Planning, Implementation, Finance and Assets, Commercial and Political Acumen, Marketing, Governance and Risk, Equity and Inclusivity, Ethical Conduct and Safety.



In this section you will find relevant information to get you thinking and exploring and activities to help you reflect on yourself in relation to Leading Business. At the end you will find a Reflection and Transformation area that is designed to assist you to get to the heart of what is holding you back, connect with a new way or preferred self and commit to action to make the change.

The four topics covered to help grow Leading Business capabilities are:

- Decision Making & Prioritising
- Finance
- Ethical Commitment
- Safety

8.1.1 DECISION MAKING

Decision making can be regarded as the mental processes resulting in the selection of a course of action among several alternative scenarios. Every decision-making process produces a final choice (decision). There are many different contexts in which a decision needs to be made. Some decisions are harder than others and this is often to do with the environment, people involved and the number of options available. These are highlighted in the table below.

CONTEXT	DESCRIPTION
Simple	These are characterised by a controlled environment and clear cause and effect relationships. The right answer or option is often clear and undisputed. Simple contexts, properly assessed, require straightforward management and monitoring. Here, leaders sense, categorise, and respond. That is, they assess the facts of the situation, categorise them, and then base their response on established practice.
Complicated	In more complicated contexts there are often multiple right answers and while the clear cause and effect relationship is there, this may not be clear to everyone. While leaders in a simple context must sense, categorise, and respond to a situation, those in a complicated context must sense, analyse, and respond. This approach is not easy and often requires expertise.
Complex	In a complicated context, at least one right answer exists. In a complex context, however, right answers can't be 'ferreted' out. Most situations and decisions in organisations are complex because some major change—a bad quarter, a shift in management, a merger or acquisition—introduces unpredictability and flux. That is why, instead of attempting to impose a course of action, leaders must patiently allow the path forward to reveal itself. They need to probe first, then sense, and then respond.
Chaotic	In a chaotic context, searching for right answers would be pointless: The relationships between cause and effect are impossible to determine because they shift constantly and no manageable patterns exist—only turbulence.

8 LEADING BUSINESS

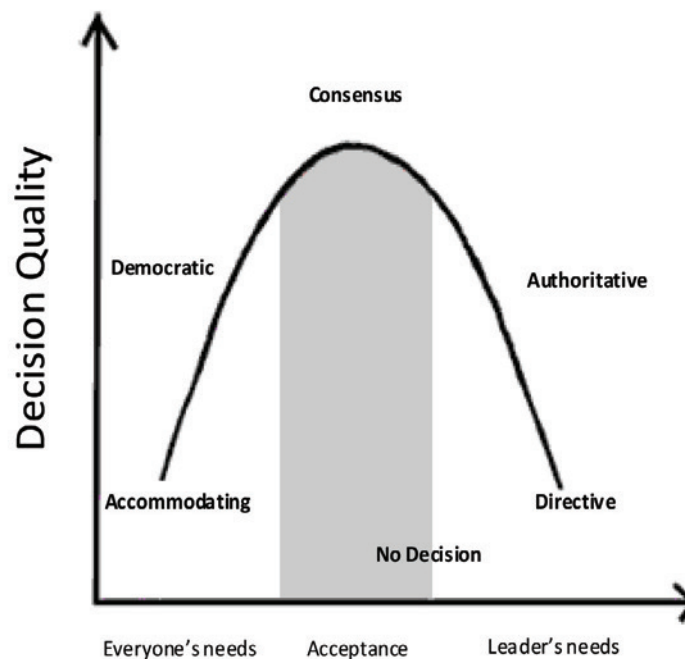
ACTIVITY: CONTEXT AND DECISION MAKING

Can you think of an example in your workplace for each of these contexts? What decisions were harder than others to make?

CONTEXT	DESCRIPTION	EXAMPLE	YOUR EXAMPLE
Simple	These are characterised by a controlled environment and clear cause and effect relationships. The right answer or option is often clear and undisputed. Simple contexts, properly assessed, require straightforward management and monitoring. Here, leaders sense, categorise, and respond. That is, they assess the facts of the situation, categorise them, and then base their response on established practice.	A client makes a complaint because they did not receive the right treatment and needs an apology.	
Complicated	In more complicated contexts there are often multiple right answers and while the clear cause and effect relationship is there, this may not be clear to everyone. While leaders in a simple context must sense, categorise, and respond to a situation, those in a complicated context must sense, analyse, and respond. This approach is not easy and often requires expertise.	A motorist may know that something is wrong with his car because the engine is knocking, but he has to take it to a mechanic to diagnose the problem.	
Complex	In a complicated context, at least one right answer exists. In a complex context, however, right answers can't be 'ferretted' out. Most situations and decisions in organisations are complex because some major change—a bad quarter, a shift in management, a merger or acquisition—introduces unpredictability and flux. That is why, instead of attempting to impose a course of action, leaders must patiently allow the path forward to reveal itself. They need to probe first, then sense, and then respond.	Cut backs in a team need to be made while reshuffling in other departments are occurring contributing to confusion and lack of security within the team	
Chaotic	In a chaotic context, searching for right answers would be pointless: The relationships between cause and effect are impossible to determine because they shift constantly and no manageable patterns exist—only turbulence.	Crisis or accident in the workplace	

8.1.2 DECISION MAKING STYLES

The decision making skills curve shows the relationship between conflict and the decision quality and how they affect different decision making styles.



Consensus - Input is sought from all key stakeholders. All valid information and options are put forward and evaluated by the team. This is generally the most effective style of decision making that involves/empowers all members involved. Most importantly it means the agreement of most participants but also the resolution or mitigation of minority objections

Democratic - Input is sought from all key stakeholders and a number of options are generated. All members of the team vote on the options and the majority (>51%) wins. This method involves less discussion and less consensus as the final vote counts. This can also lead to a low decision quality if only a small majority wins.

Accommodating - Input is sought from all key stakeholders. A decision is made by trying to please everyone in the team. The leadership style is driven by considering other people's needs and feelings.

Authoritative - Input is sought from all key stakeholders but the leader makes the final decision. The authoritative decision making style is useful when the leader possesses all the necessary information from the group and has the required expertise to make the best decision. He/she makes the decision and the subordinates are then informed of what the decision is.

Directive - The directive method is based on a top-down decision making model. The leader makes the ultimate decision based on his/her knowledge and the decision is often unwavering. The decision does not take into account the group's input. This method is mainly only effective when safety or time is a concern.

8 LEADING BUSINESS

8.1.2.1 CHECKLIST FOR DECISION MAKING

Sometimes decision making does not come naturally or is left to intuition. The following checklist can provide a useful guide when trying to make a decision.

Do I have all the facts from everyone's viewpoint?
Who are the stakeholders and have I considered all of them?
Is there a previous framework/policy/legislation that needs to be considered?
What similar decisions have been made in the past or in other departments?
Have I considered every option - even the abstract ones?
Do I have authority to make this decision?
What is the potential impact on my team? Others? Externally?
Have I done a risk assessment?
Do I have the skills and competence to make this decision? Is it within my reach?
What are my recommended decisions?
Will I have my manager's support on this decision?
Do I need to refer to anyone else before making the decision?
Is there anyone else I need to discuss options with?



ACTIVITY: DECISION MAKING CONVERSATION FRAMEWORK

The following questions can be useful in shaping a conversation with a colleague or your manager about your decision making capabilities. Make a time to have this conversation with a manager in the next week.

What are your expectations of me in making decisions?

What are my parameters or scope of authority for making and for referring decisions?

How do you currently rate my decision-making ability?



In your experience, how can I improve upon my decision making?

Document areas of development that your manager can support.

8.1.3 AVOIDING INEFFECTIVE DECISIONS

Eventually, even good managers will make ineffective decisions, but there are ways to minimise the frequency and severity of mistakes. The following examples are underlying faults in thinking that decision makers should watch out for and avoid, as well as examples of disastrous past decisions that have resulted from corporate leaders falling prey to these four logical missteps.

1. **Misleading experiences**, or memories that seem similar to the current situation, but in reality are not. This fault contributes to more than half of all flawed decisions.
2. **Misleading prejudgments** or situations where previous decisions or judgments influence current decision making.
3. **Inappropriate self-interests** or personal interests that conflict with the responsibilities leaders have for other stakeholders. Crystal clear case in point: former Merrill Lynch chief executive John Thain proposing a \$10 million bonus for himself while the financial sector was in dire straits.
4. **Inappropriate attachments**, or the strong feelings people tend to have towards a particular group, tribe, place or possession, and which are inappropriate given the decision. For an example, look at President Obama's appointment of Tom Daschle, with whom he had a close relationship, despite early warning signs that the nomination would run into trouble.



ACTIVITY: TAKE A LOOK AT EACH QUADRANT AND SEE IF YOU CAN GENERATE EXAMPLES OF YOUR TASKS THAT WOULD FIT IN EACH ONE.

	Urgent	Not Urgent
Important	<p>IMPORTANT AND URGENT</p> <p>These include tasks that need to be done straight away and are critical to your role.</p> <p>E.g. A staff member has been injured.</p> <p>While you need to complete these tasks straight away, it takes a lot of energy to operate in this quadrant so you need to limit the amount of time you spend here by being more proactive where possible.</p> <p>What examples do you have?</p>	<p>IMPORTANT BUT NOT URGENT</p> <p>Highly effective leaders spend most of their time in this quadrant. These tasks involve planning, having crucial conversations and approaching work proactively so you spend less time in the Important and Urgent quadrant. E.g. Having a performance management conversation with a staff member before it becomes critical.</p> <p>What examples do you have?</p>
Not important	<p>URGENT BUT NOT IMPORTANT</p> <p>These include tasks that are often important to other people that can interrupt or distract you from achieving your goals. E.g. Interruptions by a staff member about their leave dates.</p> <p>Effective leaders will delegate these tasks to others or create boundaries so that they don't distract from the more important tasks.</p> <p>What examples do you have?</p>	<p>NEITHER URGENT OR IMPORTANT</p> <p>These tasks are timewasters and should be avoided if possible. You need to be honest with yourself about your timewasters and identify where they are getting in your way. E.g. checking social media instead of responding to a complaint email.</p> <p>What examples do you have?</p>

8 LEADING BUSINESS

How do you prioritise your time? What are your rocks and pebbles?



Watch this short video to explore how to prioritise the big stuff and the small stuff.

Link: <https://www.youtube.com/watch?v=zV3gMTOEWt8>

Or scan the QR code to the right

If this discussion on decision making has raised some thoughts/views that you want to work with, go to the end of the “Leading Business” domain and complete the activity.

LINK TO YOUR PERSONAL DEVELOPMENT PLAN

What did you learn?

What have you decided to work on?

Add your actions to your Personal Development Plan.

8.1.6 FINANCE AND ASSETS

The focus of this capability is on ensuring that the financial, physical and intellectual assets of the care organisation are safeguarded, utilised appropriately to deliver client services and meet organisational outcomes as well as in day to day decision making.

A challenge for leaders in this area can be the relative importance he or she places on these assets in relation to client outcomes and employee needs or the ease with which leaders balance financial needs with others.

8.1.6.1 ABOVE THE LINE/BELOW THE LINE



Are you 'above the line' or 'below the line'?

Watch this short video to understand where you are, at the moment

Link: <https://bit.ly/2DxcQkr> (Where Am I ?)

Or scan the QR code to the right



Do you have an above the line or below the line view of financial and other assets?

The following table provides examples of some above and below the line views about financial and other assets.

ABOVE THE LINE VIEW (ADOPTING AN 'AND' VIEW)	BELOW THE LINE VIEW (TAKING AN 'EITHER/OR' VIEW)
<ul style="list-style-type: none"> • How could we save money and be more safe? • How do we provide better care and manage our budgets? • How can I protect the client's information and provide the family with assurance all is ok. 	<ul style="list-style-type: none"> • Not enough to go around • Can't have everything • Need to save as much as possible • I have no control over budget decisions. • It's not my money, why should I care.



ACTIVITY: VIEWS AND IMPACTS

How might the different views impact how you as a leader behave and are experienced in the workplace?

What are the likely results of those behaviours and actions?

If this discussion on finance and assets has raised some thoughts/views that you want to work with, go to the end of the "Leading Business" domain and complete the activity.

8 LEADING BUSINESS

8.1.7 ETHICAL COMMITMENT – ETHICAL CONDUCT; EQUITY & INCLUSION; GOVERNANCE & RISK

Ethical conduct can be defined as, 'Acting in ways consistent with what society and individuals typically think are good values. Ethical behaviour tends to be good for business and involves demonstrating respect for key moral principles that include honesty, fairness, equality, dignity, diversity and individual rights.' This concept has links to integrity covered in Leading Self.

Ethics in the workplace is defined as the moral code that guides the behaviour of employees with respect to what is right and wrong, and to what is good and bad, in regard to conduct and decision making. Ethical decision making in the workplace takes into account the individual employee's best interest and also takes into account the best interest of those impacted. The latter part of the definition is often where individual employees struggle to act ethically. Furthermore, ethical behaviour doesn't only apply to individual employees, the organisation itself should exemplify standards of ethical conduct.

Why is ethical behaviour in the workplace important?

It's important to understand that ethical behaviour in the workplace can stimulate positive employee behaviours that lead to organisational growth, just as unethical behaviour in the workplace can inspire damaging headlines that lead to organisational demise.

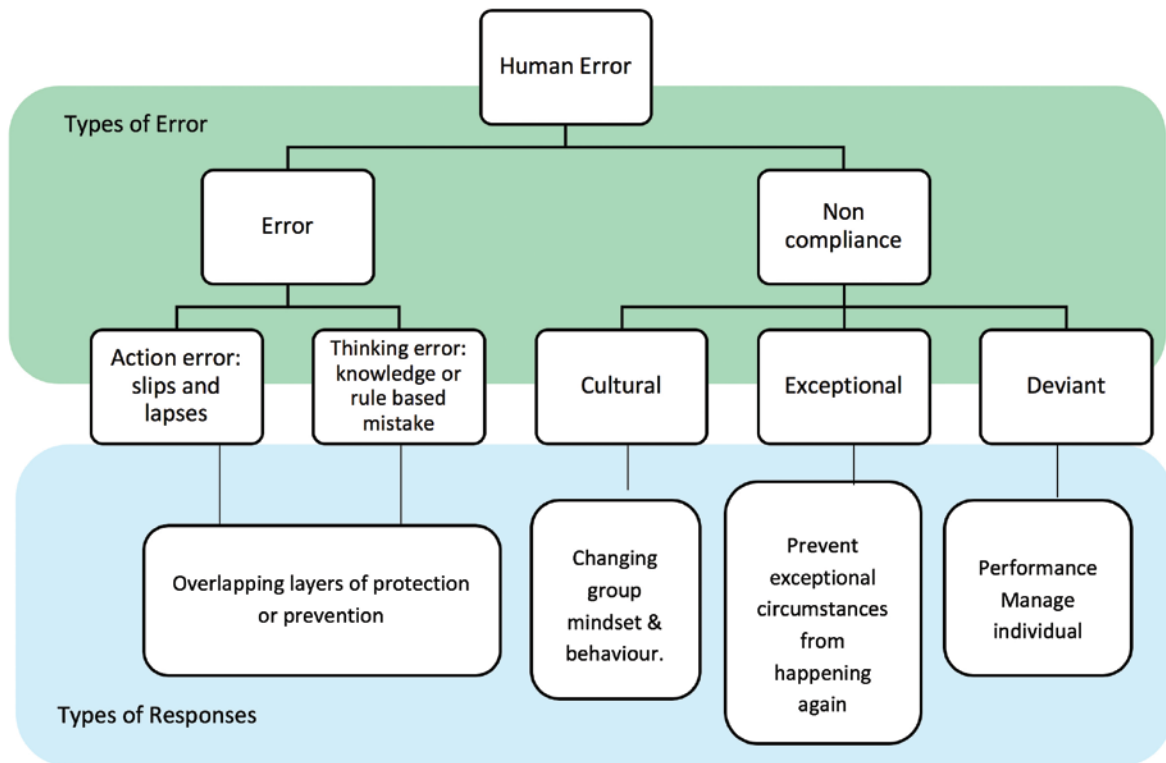
Simply put, organisational stakeholders, that include individuals, groups and organisations of various types, enter into a relationship with a business organisation for that business to protect their interests in a specific way. Therefore, there is a mutual expectation that stakeholders and business organisations act in an ethical manner and in each other's best interest.⁵

Managing situations where an employee or manager may have breached the organisation's conduct expectations in a fair and equitable way is one challenge leaders face in the workplace. In these situations, a 'fair play model' can help guide leaders and subject matter experts. It helps to create a safe working environment as it provides a clear, transparent, equitable and consistent approach for all employees.

A fair play model takes into consideration the types of human error that can occur in the workplace, contributing factors to that error and appropriate responses to that error.

This is shown diagrammatically on the next page.

8.1.7.1 HUMAN ERROR- UNDERSTANDING ERROR AND APPROPRIATE COURSES OF ACTION (FAIR PLAY MODEL)



8 LEADING BUSINESS



ACTIVITY

The following table describes each of the types of human error. Can you think of an example of each type from your work/team? Based on the examples, what do you think is the appropriate action to take when following up each type of error?

HUMAN ERROR	YOUR EXAMPLE	APPROPRIATE ACTION
<p>Action error: slips and lapses</p> <p><i>Indicator instead of windscreen wipers.</i></p> <p><i>Reading 1000mls instead of 100mls.</i></p>		
<p>Thinking error: knowledge or rule based mistake</p> <p><i>Assuming \$20 will be enough for lunch but underestimating prices.</i></p> <p><i>Referring to and following an out-dated procedure.</i></p>		
<p>Routine/Cultural error (when noncompliance becomes the norm)</p> <p><i>The rules state that everyone must wear sunscreen when outdoors for more than 20mins but no one follows it.</i></p> <p><i>Driving 5kms over the speed limit.</i></p>		
<p>Exceptional or situational</p> <p><i>Completing a task unsupervised because supervisor was late.</i></p> <p><i>Not wearing gloves because there were none left.</i></p>		
<p>Deviant</p> <p><i>Modifying budget amounts to make the department look more profitable.</i></p> <p><i>Not wearing gloves because of laziness.</i></p>		

If this discussion on ethical conduct has raised some thoughts/views that you want to work with, go to the end of the "Leading Business" domain and complete the activity.

8.1.8 SAFETY

We know that leadership has a 70% or more impact on culture, which in turn, has a significant impact on safety practices and performance. Leading improvement in safety performance in your team or organisation is more than changing processes or practice, more than uniforms and equipment. Rick Stryker (2011) in his white paper, 'Looking For A 21st Century Solution for Safety Performance: Integrating Personal and Process Safety' identifies seven leadership practices that help improve safety culture and therefore performance.

These are:

1. Engaging People in a Vision
2. Listening to People
3. Reporting without Fear of Blame (also known as 'Reporting to Share Lessons Learned')
4. Mobilising People
5. Renewing Practices, Processes and Procedures
6. Building Overlapping Layers of Protection
7. Caring Actively

8.1.8.1 SEVEN SAFETY PRACTICES

Engaging People in a Vision

This pillar includes leaders creating a goal that everyone is committed to. For example, 'Nobody hurt; a great job, done safely'. A strong safety leader engages others in the goal so that they also spread the message and actively support its focus. Everybody is a safety leader.

Listening to People

This pillar is focused on ensuring that all people are heard and feel that what they have to say is important and valuable in creating a safe place to work. Strong safety leaders build a habit of truly listening to those on the frontline – not only when something goes wrong, but also when things are going well. This practice is a powerful way to build 'authentic empowerment' in the workplace.

Reporting without Fear of Blame (also known as 'Reporting to Share Lessons Learned')

This practice includes appreciating what is going well, and correcting any issues, in a spirit of learning (as opposed to blaming). A strong safety team will report on errors, hazards, risks and "near-misses" if they believe they will not be punished for making mistakes and/or speaking up, and if they are confident that the leaders will take action on areas reported. This is where it is important for leaders to foster an environment in which unsafe or less safe work is stopped.

Mobilising People

This focuses on the practice of mobilising people quickly to identify and resolve hazards. A strong safety team is able to quickly gather the right people best equipped to resolve a high risk situation. It includes both reactive and proactive problem-solving (anticipating possible hazards and removing them before any issue emerges).

Renewing Practices, Processes and Procedures

This pillar focuses on using learnings from the past to re-write and update best practices, systems and processes for the future. Processes must be "living and useful; otherwise, people will work around them, devising their own unofficial (and therefore unknown) practices." (Stryker, 2011, p.12).

8 LEADING BUSINESS

Building Overlapping Layers of Protection

This pillar focuses on explicitly preparing for redundancies and weaknesses in people, processes and equipment to ensure that hazards are anticipated, seen and/or eliminated when possible. The practice acknowledges the tendency of unsafe practices to become normalised over time. To mitigate this, strong safety leaders must continually generate a “preoccupation with failure”, a mindset that constantly updates what is known and unknown about current risks.

Caring Actively

According to E. Scott Geller, active caring is the product of three interrelated concepts: 1) a belief that “I can do it”, 2) a belief that “it will work”, and 3) a belief that “it’s worth doing”. The result of these three attributes is self-empowerment: “I want to make a difference.” When applied to safety at work, the result is an environment in which people actively look out for each other due to their genuine regard for one another.

The use of these practices enables leaders to have an impact across multiple areas of the business. This is described by the Integral Model.

8.1.8.2 INTEGRAL MODEL

The integral model details the importance of both objective (or visible) factors and subjective (or invisible) factors relating to business performance. Often leaders focus on the visible factors only, e.g. business process, performance management systems, shared information systems, training, skills and staff competency.

While consideration of these factors is crucial to any organisation, the organisational performance will also rely on the subjective/invisible factors e.g. beliefs, values, attitudes, resilience, motivation, morale, shared purpose and team dynamics.

All quadrants within the system need to be optimally interconnected and interdependent for organisations to reach their full potential.

	INVISIBLE	VISIBLE
INDIVIDUAL	VALUES BELIEFS ATTITUDES	BEHAVIOURS SKILLS
ORGANISATIONAL	CULTURE	SYSTEMS PROCESSES PRACTICES



So what as a leader can you do? How much of this is something you feel you can influence or control?

8.1.8.3 INTERNAL LOCUS OF CONTROL – THE ROAD STARTS WITH YOU⁶.

Locus of Control as a principle was originated by Julian Rotter in 1954. It considers the tendency of people to believe that control resides internally within them, or externally, with others or the situation.

Note that, like other preferences, this is a spectrum. Some people have a wholly internal or external locus of control, but many will have some balance of both views, perhaps varying with each situation. For example some may be more internal at home but more external at work.

Internal - People with a high internal locus of control believe in their own ability to control themselves and influence the world around them. They see their future as being in their own hands and that their own choices lead to success or failure.

Rotter (1990) describes the internal locus of control as:

'The degree to which persons expect that a reinforcement or an outcome of their behaviour is contingent on their own behaviour or personal characteristics'

Their belief in their ability to change things may well make them more confident and they will hence seek information that will help them influence people and situations. They will also likely be more motivated and success-oriented. These beliefs may even lead them to be more politically active.

They are more likely to have expectancy shifts, where a sequence of similar events is expected to have different outcomes. They tend to be more specific, generalizing less and considering each situation as unique. People in middle age tend to have the highest internal locus of control.

A challenge of an internal locus of control is that, in accepting responsibility, the person could fall into the trap of being blamed for failures. Alternatively, they could view failure as a necessary ingredient for success.

External - People with a high external locus of control believe that control over events and what other people do is outside them, and that they personally have little or no control over such things. They may even believe that others have control over them and that they can do nothing but obey. E.g. "because the weather is bad I have no choice but to be in a bad mood because my plans for the day are ruined."

Rotter (1990) describes the external locus of control as:

'The degree to which persons expect that the reinforcement or outcome is a function of chance, luck, or fate, is under the control of powerful others, or is simply unpredictable.'

With such beliefs, people with an external locus of control tend to be fatalistic, seeing things as happening to them and that there is little they can do about it. This tends to make them more passive and accepting. When they succeed, they are more likely to attribute this to luck than their own efforts.

They are less likely to have expectancy shifts, seeing similar events as likely to have similar outcomes. They hence step back from events, assuming they cannot make a difference. Younger and older people tend to have higher external locus of control than people in middle age.

⁶ http://changingminds.org/explanations/preferences/locus_control.htm

8 LEADING BUSINESS

Do you have an internal or external locus of control?



Watch this short video to understand where you are, at the moment
Link: <https://www.youtube.com/watch?v=xXdN5kMioRQ>
Or scan the QR code to the left



ACTIVITY: INTERNAL LOCUS OF CONTROL

Think about a situation where you had an external locus of control view. Examples might be when a change was introduced, a new process or way of doing something, or when an incident occurred or when someone provided feedback to you.

Example: "I reversed my work vehicle into the roller door of the tool shed."

Your situation:

What was your first reaction (feeling, thoughts, actions):

Example: "I felt annoyed and embarrassed, I thought about how the reversing sensor must not be working, the signage wasn't clear, there should be a bollard there to protect the door. I reported the incident and wrote the cause as faulty reversing sensor."

I felt.....

I thought.....

What I did or said was.....



What was the impact of the external focus? Consider impact on self and on others.

What were the benefits for you of having this view?	What were the costs for you and others of having this view?
<i>Example: "I saved face, I didn't have to fix anything."</i>	<i>Example: "Lost opportunity for learning, to keep others safe, prevent repeat incident, loss of respect from people who thought I wasn't taking responsibility."</i>

After your initial reaction, what did you do to shift to an internal locus of control?

Example: "Reflected on the incident - As I was writing up the report I realised I should have checked behind me before getting into the car."

What else could you do? How could you build on what you already do?

Example: "Take a step back in the moment and be curious."

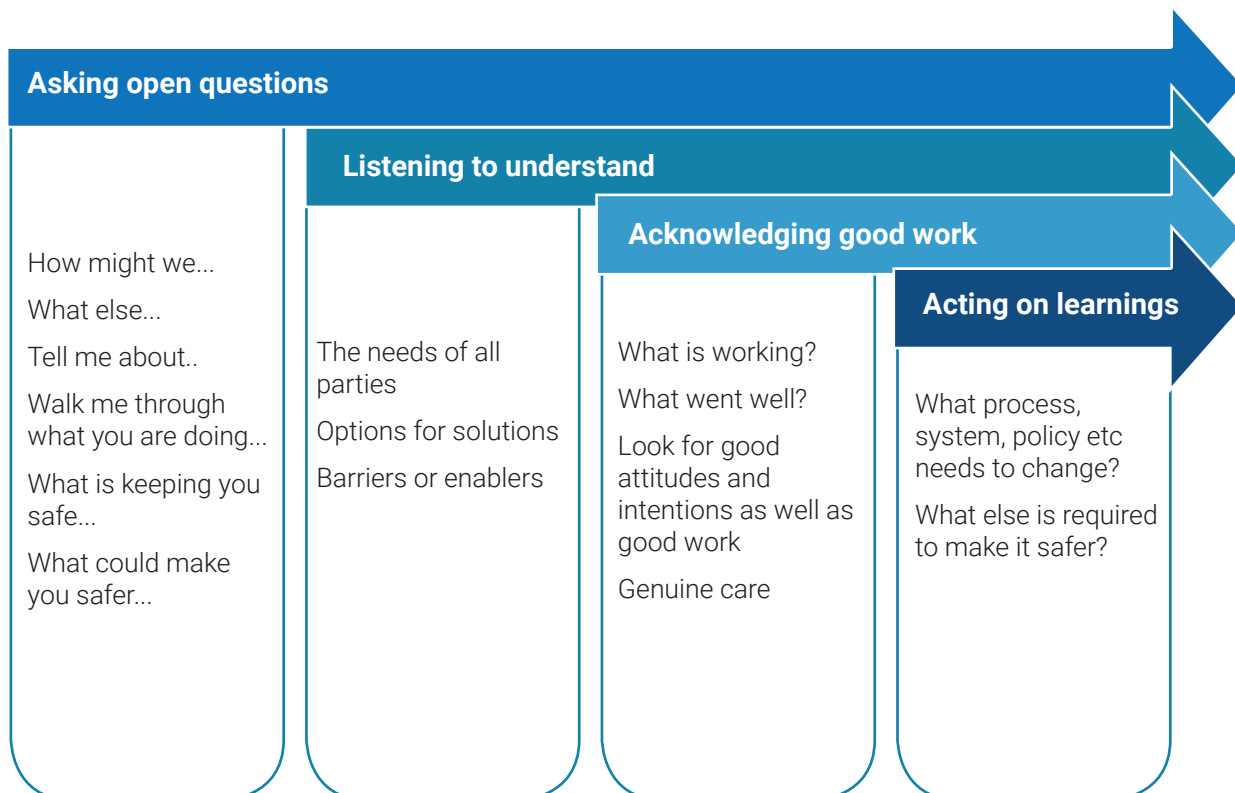
8 LEADING BUSINESS

What are the payoffs of an internal locus of control?

Example: "Respect from others, demonstrate safety leadership, improve safety practice."

8.1.8.5 SAFETY COACHING

As a leader of people within your organisation, coaching is a skill or style of leadership that is universal to any situation or issue. The four key coaching skills that can be used to assist you as a leader help make your staff, environment and clients more safe are:



These skills encapsulate the seven practices and integral model mentioned above.



ACTIVITY: MY ROLE AS A SAFETY TEACHER:

How do you view your role as a safety leader?

What are you doing to cause high performance?

What else can you do?

How might a different view impact how you as a leader behave and are experienced as a safety leader? What are the likely results of those behaviours and actions?

If this discussion on safety leadership has raised some thoughts/views that you want to work with, go to the end of the "Leading Business" domain and complete the activity.



LINK TO YOUR PERSONAL DEVELOPMENT PLAN

What did you learn?

What have you decided to work on?

Add your actions to your Personal Development Plan.

8 LEADING BUSINESS

8.2 VIEW-ACTION-RESULT REFLECTION & TRANSFORMATION EXERCISE

EXAMPLE – LEADING BUSINESS

<p>What development area from Leading Business have you chosen to work on?</p>	<p><i>Decision making</i></p>
<p>Why is working on this area important to you?</p>	<p><i>My colleagues have provided feedback that they are sometimes frustrated by how long it takes for me to make decisions.</i></p>

Note: Before completing the following exercises, you can also read the VAR Instruction, found in section 2. This section provides background to the VAR model, why it's so important, how it works and examples to help you work through your own.



8.2.2 EXAMPLE – ONE VIEW OF “DECISION MAKING”

VIEW	ACTION	RESULT
I'm afraid I'll make a bad decision.	I ask for many opinions before making any decision. I put off decisions until I can get others' views.	Decisions are delayed, action late/delayed. Colleagues are frustrated. I distract people.

BENEFITS. WHAT ARE THE PERCEIVED BENEFITS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

BENEFIT	...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?
I'm seen as collaborative	People feel included	Sense of value/belonging
Reduced risk of wrong decision	Decisions that are accepted by everyone	Happy team/happy boss – fewer problems for me to resolve
I can't get blamed if it's the wrong decision as it's not my idea alone	Keep my position	Keep an income

COSTS. WHAT ARE THE COSTS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?).

COST	...AND WHAT IS THE COST OF THAT?	...AND WHAT IS THE COST OF THAT?
Spend lots of time collecting views	Less time to do other work	Miss deadlines – unhappy boss
Worry about decision and who to talk to	Feel anxious and tired	Take out feelings on others (family)
Decisions take a long time	Team becomes frustrated with me	Team may like me but don't respect me/want to follow me. They feel anxious.

8 LEADING BUSINESS

8.2.3 EXAMPLE - CONSTRUCTIVE VIEW OF "DECISION MAKING"

VIEW	ACTION	RESULT
It's ok if I make a less effective decision because we'll learn from it.	I distinguish which decisions need input from others, and those that don't. I trust my own knowledge and skills.	Decisions are made quicker. Progress is made. Team has clear direction and fewer distractions.

BENEFITS. WHAT ARE THE BENEFITS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

BENEFIT	...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?
Decisions are made in a more timely manner	Team gets direction and clarity sooner	Team can make progress and feel sense of achievement
Team can make progress and feel sense of achievement	My team follow me because they respect me	Sense of value and belonging
Team achieves	Happy boss/happy clients/happy families	Sense of achievement

CHALLENGES. WHAT ARE THE CHALLENGES OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

CHALLENGE	...AND WHAT IS THE CHALLENGE OF THAT?	...AND WHAT IS THE CHALLENGE OF THAT?
Some decisions may not be liked by others	Temporary dissatisfaction in team	Need to manage consequence of dissatisfaction
I might make the 'wrong' decision initially	It could open up learning opportunities for the whole team.	I will need to be open to discussing my process with others, owning any mistakes so that we can all learn from them.



NOW IT'S YOUR TURN

8.3 VIEW-ACTION-RESULT REFLECTION & TRANSFORMATION EXERCISE – YOU LEADING BUSINESS

What development area from Leading Business have you chosen to work on?

Why is working on this area important to you?

8.3.1 YOUR CURRENT VIEW

VIEW	ACTION	RESULT

8 LEADING BUSINESS

PERCEIVED BENEFITS. WHAT ARE THE PERCEIVED BENEFITS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

BENEFIT	
...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?

COSTS. WHAT ARE THE COSTS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?).

COST	
...AND WHAT IS THE COST OF THAT?	...AND WHAT IS THE COST OF THAT?

WHAT BLIND SPOTS IN YOUR PERFORMANCE ARE OPENING UP FOR YOU WITH REGARDS TO THIS VIEW?

8.3.2 A CONSTRUCTIVE VIEW

WHAT IS AN ALTERNATIVE, MORE CONSTRUCTIVE VIEW OR NEW BELIEF THAT COULD GIVE YOU A DIFFERENT RESULT OR OUTCOME? EXPLORE THIS USING THE ACTIVITY BELOW.

VIEW

ACTION

RESULT

BENEFITS. WHAT ARE THE BENEFITS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

BENEFIT

...AND WHAT IS THE BENEFIT OF THAT?

...AND WHAT IS THE BENEFIT OF THAT?

CHALLENGES. WHAT ARE THE CHALLENGES OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?).

CHALLENGE	...AND WHAT IS THE CHALLENGE OF THAT?	...AND WHAT IS THE CHALLENGE OF THAT?

WHAT NEW ACTIONS MIGHT BE POSSIBLE FOR YOU WITH THIS NEW VIEW?

LEADING CHANGE



9 LEADING CHANGE

The focus of this domain is the care leader's capacity to foster a working environment that supports and encourages creative, holistic approaches to improvement, innovation and transformation in the organisation, the broader community and across Aged Care.

LEADING CHANGE

Capability Areas:
Creativity and innovation
Transformation
Systems and structures
Working with ambiguity
Aged Care championship

In this section you will find relevant information to get you thinking and exploring and activities to help you reflect on yourself in relation to Leading Change. At the end you will find a Reflection and Transformation area that is designed to assist you to get to the heart of what is holding you back, connect with a new way or preferred self and commit to action to make the change.

The four topics covered to help grow Leading Change capabilities are:

- Creativity & Innovation
- Transformation
- Systems & Strategy
- Ambiguity
- Aged Care Champion

9.1 ABOUT CHANGE

*"Progress is a nice word. But change is its motivator. Change has its enemies."
Robert Kennedy, 64th United States Attorney General*

9.1.1 THE CHANGE CURVE THEORY

An organisational change has many effects. According to Jaffe & Scott (2003), change is like a rock thrown in a pond; it ripples throughout the company. It causes disruption, excitement, distress, and sometimes crisis. The usual, safe, known and comfortable ways of doing things are now in question. Where there was clarity and certainty, there is now ambiguity and uncertainty.

Change often breeds a climate of mistrust and suspicion. Everything seems like it is up in the air and people get worried. Information feels unclear, people don't know who they can trust or which information they can trust. Often people don't feel safe which breeds an environment where every man and woman looks out for themselves. The productivity of work slows as people are less able to focus on their work.

9.1.2 THE CHANGE CURVE

Change does not occur in a straight line. It is a journey that flows through a series of different stages as people come to terms with the change. According to Jaffe & Scott (2003), the Change Curve consists of four phases. It starts with business as usual at the top left ('Denial') with little change showing outwardly. When the changes manifest, there is a turn downward into a zone that involves stress, uncertainty, upheaval, and reduced productivity ('Resistance'). As acceptance of the change takes place there is a climb up the other side of the curve towards 'Commitment', as a sense of direction is regained, new skills and roles are learned, and a new way of working begins.

Jaffe & Scott (2003) state that complete mastery of change involves people moving through each of the four stages, particularly if the change was imposed upon them. People can move through changes at different speeds and orders. Sometimes people move back to a previous phase or get stuck in one phase. Regardless, one must always reach 'Commitment' in order to be engaged and perform well within the changed organisation.



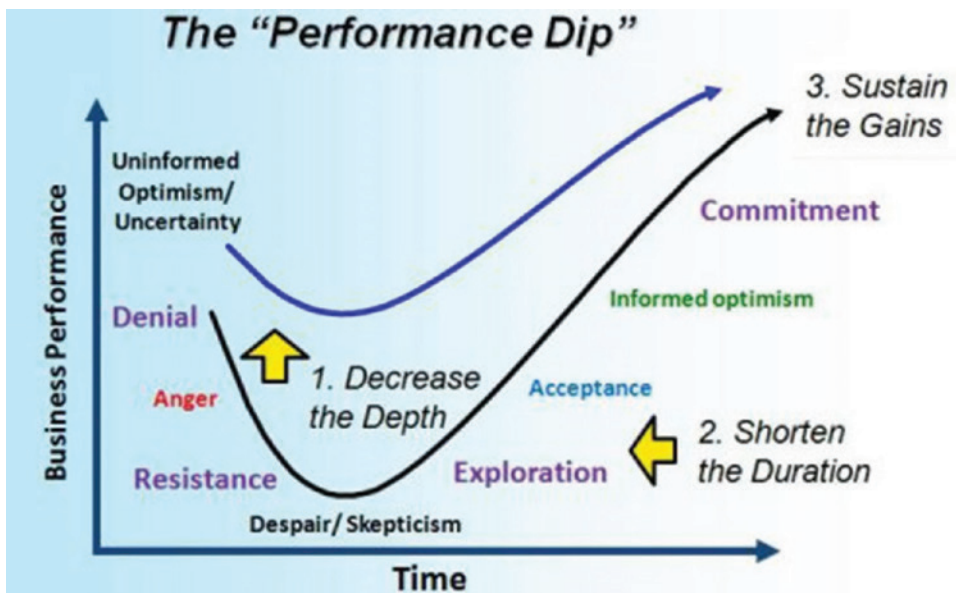
9 LEADING CHANGE

9.1.3 LEADING TRANSFORMATION AND WORKING THROUGH AMBIGUITY

The role of a leader in change - Managing the Performance Dip

There are two key roles a leader has in leading through change; to lead self and to lead others through change. The types of behaviours assessed in the Leading Change domain are based on the typically expected behaviours for all levels of leadership. The change curve provides a frame for leaders to consider why, what and how to manage Transformation and Working with Ambiguity.

Organisations often experience a 'dip' in performance during periods of change. This corresponds to the change curve as employees are responding to the change through each of the four phases. While the four phases are part of the normal human response to change, a leader can reduce the amount of time employees spend in the denial and resistance phase. A leader can also make a significant impact once employees have moved into the commitment phase by acknowledging and supporting them.



A leader can make a positive impact during change in three key ways, each of which requires a different leadership style:

1. Decreasing the depth of the resistance i.e. helping people move through denial and resistance quickly
2. Shortening the duration of the exploration phase i.e. helping people move through their concerns and questions and into commitment
3. Sustaining the gains i.e. supporting and acknowledging those that have committed to the change

A different leadership style is needed at each stage because employees are presenting differently. E.g. an employee in Denial will need to be listened to rather than 'talked to' in a way that might be more suited to those in exploration.



ACTIVITY: ADAPTING LEADERSHIP STYLES DURING CHANGE:

Consider the table below. Thinking of the needs of the employees during each phase, what do leaders need to do at different stages of the change process in order to:

Decrease the depth i.e. move through denial and resistance quickly	Shorten the duration i.e. move from exploration to commitment quickly	Sustain the gains i.e. maintain commitment



ACTIVITY: LEADING SELF THROUGH CHANGE

When you face major change and feel threatened/vulnerable, what is your default way of handling these feelings? What does it look like?

What pay-offs does this way provide you?

What are the costs of your default way in regards to change? I.e. impact on yourself and others.

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9.1.4 UNDERSTANDING THE HUMAN RESPONSE TO CHANGE:

It is normal for people to respond to any major or minor change with resistance. There are various causes and types of resistance to change, particularly at the organisational level. Individuals resist change as they fear letting go of the old, safe, routine ways of conducting their work for something that is potentially unknown.

As humans, we prefer routines and tend to stick to our habits. But fear of change may be attributed to the possibility of failure, the relinquishing or diminishing of one's span of control and authority or that the planned change has little or no effect on the organisation whatsoever.

People may need time to integrate and get comfortable with the change. Any one of these possibilities can cause doubt and thus fear, understandably causing resistance to the change efforts.

Consider some negative behaviours/responses to change that you have seen in the past. Then consider the emotions or 'views' that might underpin the negative behaviour. You may see that the majority of behaviours come from a place of 'fear or vulnerability'.



ACTIVITY: HUMAN RESPONSE TO CHANGE

Negative behaviours or response	Emotions or thoughts (views) that might underpin
E.g. spreading rumours to others	E.g. 'I don't know what's happening'

As a leader, what can you do to effectively manage change given these views or perceptions of change?

If this discussion on leading change has raised some thoughts/views that you want to work with, go to the end of the "Leading Business" domain and complete the activity.



LINK TO YOUR PERSONAL DEVELOPMENT PLAN

What did you learn?

What have you decided to work on?

Add your actions to your Personal Development Plan.

9.2 CREATIVITY & INNOVATION

Creativity is the capacity within individuals to develop ideas for the purpose of solving problems and exploiting opportunities.

Innovation is the application of creativity to give rise to a new product, service or process delivering something new and better to the world.

To really be creative and innovative means breaking or suspending conventional thinking styles. However, the conventional style has both costs and payoffs that contribute to its ongoing presence.



ACTIVITY: BREAKING CONVENTION – WHAT ARE SOME OF THE PAYOFFS AND COSTS YOU CAN SEE TO A CONVENTIONAL STYLE OF THINKING?

PAYOFFS OF CONVENTIONAL	COSTS OF CONVENTIONAL
<i>e.g. don't have to think</i>	<i>e.g. might not be the best way</i>
PAYOFFS OF CREATIVITY	CHALLENGES

9 LEADING CHANGE

9.2.1 THE NEED FOR NEW THINKING

With technological advances, workload pressures, ability to contact people outside of hours and constantly changing environment, we are becoming proficient multitaskers, attempting to do many things at lightning speed, and with 'always on' handheld devices – instant information and contact.

This leads to:

- Brain overload that increases tunnel vision and fragmented thinking (survival mode)
- Linear problem solving

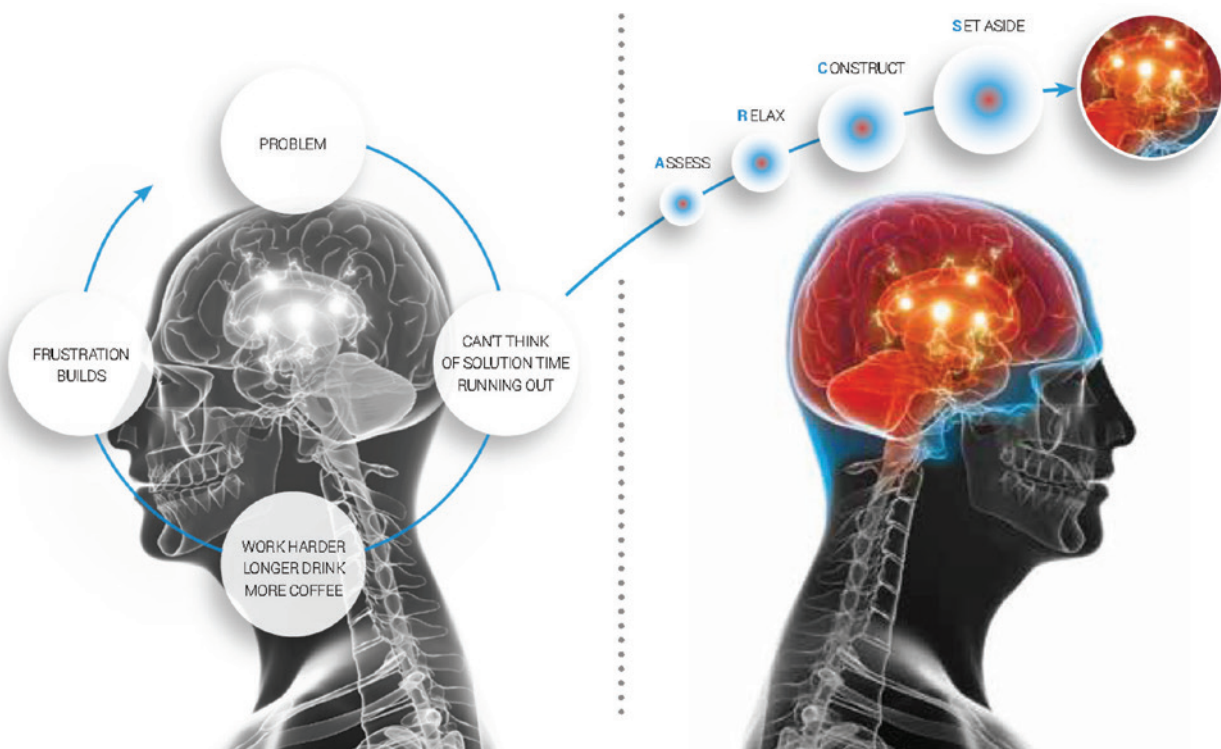
Where do leaders do their best thinking?

- Walking/running
- In the shower
- During early hours of the morning
- Doing routine or recreational activities

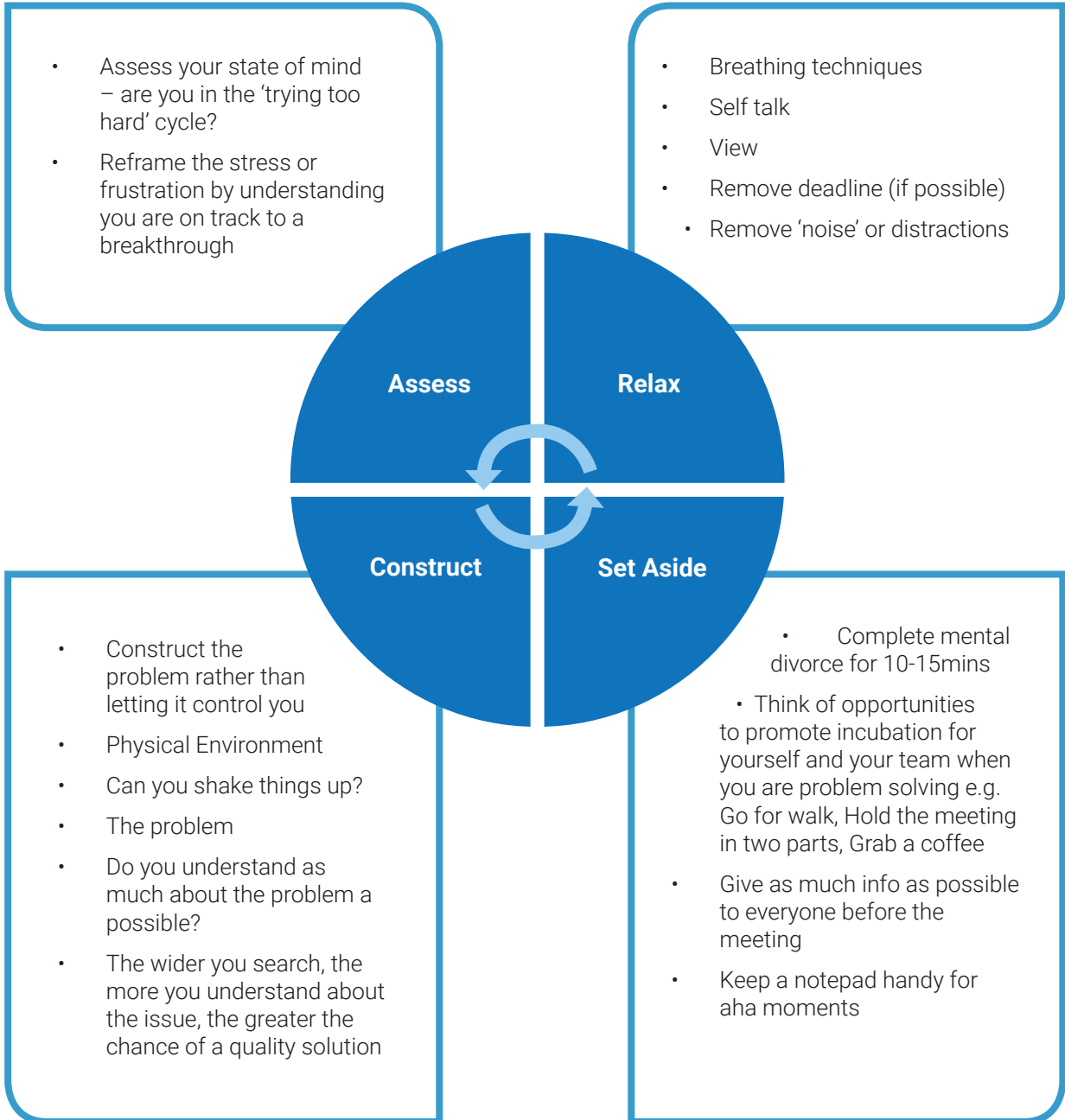
When we consciously focus on a problem, we activate the neural networks required to work through the issue and they remain activated for a time even after we have stopped consciously attending to the problem – leading to “Aha!” moments.

How can a leader create a mental environment for “Aha!” moments?⁷

Switching from over thinking to free thinking:



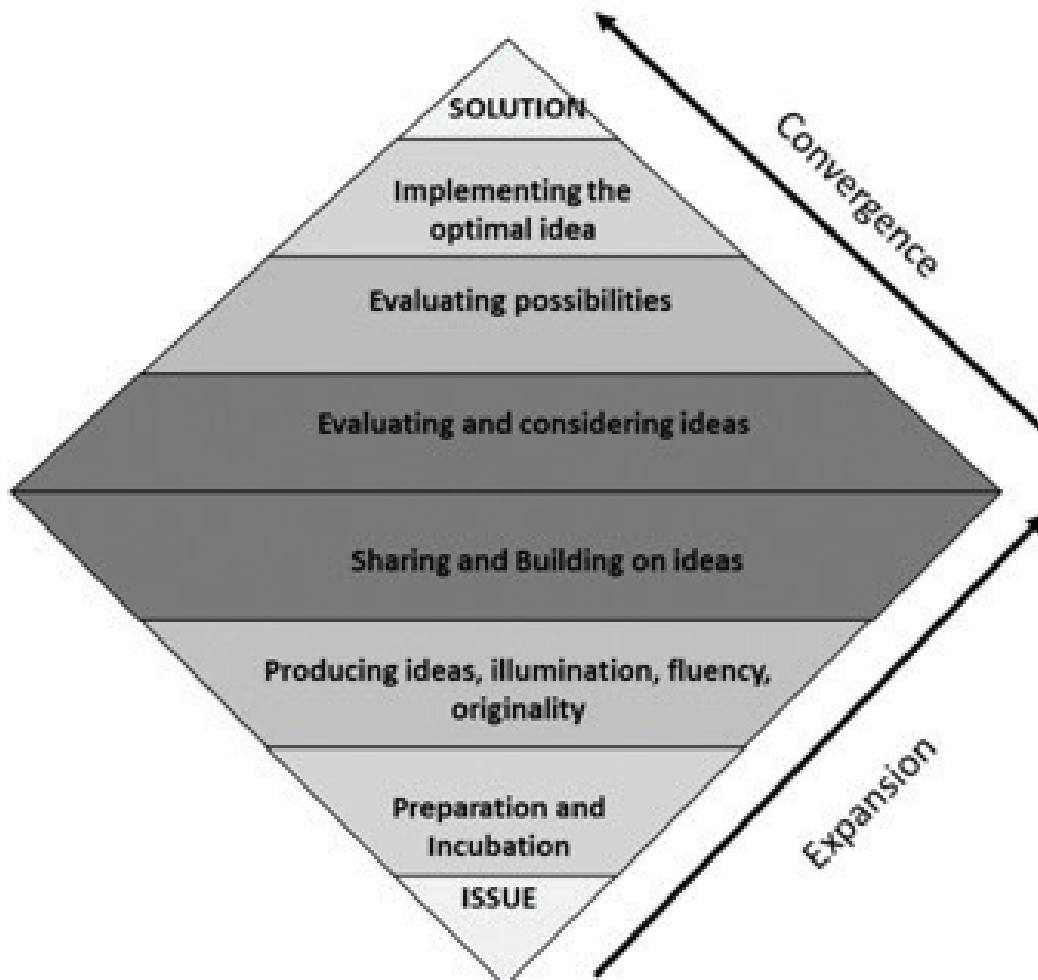
⁷ October 2018, <https://www.human-synergistics.com.au/resources/content/2018/10/16/culture-bites---026-supermind-neuro-science-of-creativity>



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9.2.2 STYLES OF THINKING FOR DIFFERENT STAGES OF PROBLEM SOLVING/INNOVATING

The following diagram shows two stages of innovation: the ideation or expansion stage requires different skills and style to the evaluation/understanding impact or convergence stage. Some people have a natural tendency to prefer 'expansion' thinking i.e. they come up with a number of different ideas and really enjoy the brainstorming process. Others have a natural tendency to prefer the 'convergence' thinking i.e. they prefer to turn ideas into a reality and talk about the 'how, why and what.'





ACTIVITY: CREATIVITY SELF-ASSESSMENT

What are your creative strengths? I.e. which step in the process? Which thinking style do you prefer (convergence or expansion)?

What are your blockers to creativity?

If you are a convergence thinker and find the expansion phase challenging or frustrating, you may need a tool or framework to keep you in the 'idea' space. Otherwise you might find you jump into action with the first idea that comes to mind and it might not be the best idea. Often the best idea emerges after numerous mediocre or even 'crazy' ideas.

The following two activities are designed to assist you to stay in the expansion phase and overcome your natural tendency to move from idea generation into action.

If you are an expansion thinker you won't need the following frameworks or strategies to stay in the idea generation phase – instead you might need to set a timer or develop a strategy to put a boundary on the expansion phase to make sure you leave enough time for convergence thinking!

9 LEADING CHANGE



ACTIVITY: IMPROVING EXPANSION PHASE: ALPHABET STRATEGY

Think of a problem you are currently facing:

Starting with the letter 'A,' see if you can produce suggestions or ideas for each letter that is relevant to the problem.

A	
B	
C	
D	
E	
F	
G	
H	
I	
J	
K	
L	
M	
N	
O	
P	
Q	
R	
S	
T	
U	
V	
W	
X	
Y	
Z	



ACTIVITY: IMPROVING EXPANSION PHASE: SCAMMPER

Think of an existing product, service, process or strategy you currently work with that you think is out-dated or needs a redesign.

Use the **SCAMMPER** checklist to help generate ideas about how to redesign your product, service, process or strategy.

S - SUBSTITUTE

What components, materials, people, processes, etc, can be replaced or swapped?

C - COMBINE

What parts can be mixed, combined or merged?

A - ADAPT

What can be altered, changed or incorporated with something else?

M - MAGNIFY

What could you increase or reduce the scale of?

M - MODIFY

What can be manipulated, reformed?

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P - PUT TO ANOTHER USE

How could it be applied differently?

E - ELIMINATE

What can be removed or taken away?

R - REVERSE

What can be turned inside out, upside down? What can be rearranged?



We talk about what Neuroscience tells us about creative thinking and give some tips on how you can unlock your unconscious mind to solve complex problems

Link: <https://bit.ly/2IMRvXR> (Human Synergistics - The Science of Aha)

Or scan the QR code to the left

If this discussion on leading change has raised some thoughts/views that you want to work with, go to the end of the “Leading Change” domain and complete the activity.



LINK TO YOUR PERSONAL DEVELOPMENT PLAN

What did you learn?

What have you decided to work on?

Add your actions to your Personal Development Plan.



9.3 SYSTEMS & STRATEGY (& STRUCTURES)

Continuous improvement is the core concept of this systems, structure and strategy area. How well can a leader identify and implement changes to systems (processes, practices, tools, etc) and structures (how the team is organised)? How well can they engage and empower their team to also identify and implement changes that support individual, team and organisational goals?

One of the roles leaders have is to harness the collective brainpower of staff, and create a culture that encourages and rewards participation in identifying and implementing opportunities for improvement. Here is what successful leaders have done to achieve this:⁸

PUT YOUR MONEY WHERE YOUR MOUTH IS

It's one thing to tell your employees that you want them to improve their work processes... it's another to give them the time and encouragement they need to actually do it. Successful leaders make sure their employees have the time and resources they need to think about and implement positive changes.

WALK THE WALK

As a leader, your employees are watching you like hawks. They look to you to model the behaviours you ask of them, in continuous improvement as much as in any other area. Take the time to examine your own processes, identify opportunities for improvement, and implement changes. Don't be afraid to share what you find with your staff - they'll take note that you're walking the walk and be more willing to contribute their own.

GIVE PUBLIC HIGH FIVES

Public recognition for good work is the best way to motivate your employees to engage in your organisation's continuous improvement efforts. If you have employees who are doing good improvement work, let them know that you've noticed! Whether it's a high five in a daily huddle, formal recognition in an annual ceremony, or a virtual badge, take the time to recognise those who are participating in the improvement process.

GET DOWN IN THE TRENCHES

Sitting in your office sending out memos telling your staff to improve their work is probably the least effective way to engage your employees. Highly successful leaders get out from behind their desks and actually go to the place where the work is happening. There, they can learn about existing processes, identify opportunities for improvement with the help of the people who actually do the work, and follow up on implemented improvements.

BE HARD ON THE PROCESS, NOT THE PEOPLE

If you go to the front lines and start criticizing people, assigning blame for mistakes, and reprimanding them for systemic errors, you're bound to create a culture that sweeps errors under the rug. Successful leaders ask, "What's wrong with the process that allowed this to happen?" This approach is hard on the process, rather than the person, which makes employees feel safe in reporting errors and finding solutions that prevent recurrences.

DELEGATE, DELEGATE, DELEGATE

It's at least as important for leaders to know when to delegate (and actually do it) as it is for them to be able to deliver results themselves. Continuous improvement should be part of every person's job, and successful continuous improvement leadership knows that the person who identified the opportunity for improvement probably has the most invested in seeing that it's implemented. Allowing people to take responsibility for their own ideas ensures that more improvements are made.

⁸ Adapted from - <https://blog.kainexus.com/continuous-improvement/continuous-improvement-leadership/6-habits-of-highly-successful-continuous-improvement-leaders>

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ACTIVITY: ME AS A CONTINUOUS IMPROVEMENT LEADER

Thinking about the above, how can you improve the way you and the team identify and implement improvements to processes, systems and structures in your organisation?

What are some of the barriers you may need to overcome? How could you overcome them?

If this discussion on systems and strategy has raised some thoughts/views that you want to work with, go to the end of the “Leading Change” domain and complete the activity.

9.4 AGED CARE CHAMPION

The Aged Care Leadership Framework defines an Aged Care Champion as someone who;

- Demonstrates respect for the importance and value of Aged Care
- Promotes the organisation and the industry to those inside and outside the organisation
- Actively champions achievements, inside and beyond the organisation, to raise the profile and reputation of Aged Care

This aspect of leadership is about looking beyond yourself, your team and your organisation to support improvement, innovation and transformation of the whole industry to enable it to provide the best possible quality care.

So what does it mean to be a champion? How does a leader need to be, to demonstrate their willingness and capability to be a champion?

Here are some ideas of what is looked for in a change champion:⁹

A WILLINGNESS TO LISTEN TO NEW IDEAS

A champion for change is usually open to feedback, new ideas and they are often, though not always, quite creative. They embrace change, think critically and are not afraid to move from the way things have always been done.

THEY ARE GOOD NETWORKERS

Able to interact across the organisation and make connections between others.

A FOCUS ON SOLUTIONS

Rather than making a fuss or placing blame when things don't go well, they come to you with options to resolve the situation and move forward.

UNDERSTANDING OF THE ORGANISATION

They know how the organisation works and understand its culture, challenges and strengths. They are also 'tuned in' to the mood of different areas of the organisation and able to provide clarification about the change where there is a misunderstanding, or identify when and where communication is needed.

NOT AFRAID TO TAKE RISKS

A strong change champion recognises that we can learn from things that don't go well and then build on this learning.

ABLE TO COMMUNICATE THE POSITIVES

A key aspect of change is that people naturally look for 'what's in it for me'; an effective change champion can translate the outcomes of the change into positives for individuals and teams.

NOT AFRAID TO ASK FOR HELP

They recognise that everyone can benefit from the experience and ideas of others, whether that is a coach, a member of their team or a line manager.

THEY ARE PEOPLE FOCUSED

They want to get the best out of others in the situation they face. Whilst they are enthusiastic about the change, they have empathy with those who are being affected by it.

⁹ <https://peopledevelopmentmagazine.com/2015/10/12/10-characteristics-of-a-change-champion/>

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NOT AFRAID TO SPEAK UP

Whilst championing the change, they are also not afraid to give feedback to leaders when they feel something could be tackled in a different manner.

THEY ARE VALUES-DRIVEN

They stand by their values whatever the situation.



ACTIVITY: ME AS A CHANGE CHAMPION

A change champion can make a key impact on the outcomes of a change management program but it is not enough to just nominate change champions and then expect them to get on with it. To play their role well, they need to be managed, developed and supported, and as a team of champions, given the opportunity to resolve issues through an action learning approach.

How would you rate yourself as a champion?

1	2	3	4	5
Don't use them Don't understand them Don't believe they are effective				Use them regularly Understand them well – what, why, how to use them They help me be an effective leader

What are you doing well that contributes to your self-rating?

What would you like to improve?



LINK TO YOUR PERSONAL DEVELOPMENT PLAN

What did you learn?

What have you decided to work on?

Add your actions to your Personal Development Plan.

9.5 VIEW-ACTION-RESULT REFLECTION & TRANSFORMATION EXERCISE

9.5.1 EXAMPLE – LEADING CHANGE

<p>What development area from Leading Change have you chosen to work on?</p>	<p><i>Creativity & innovation</i></p>
<p>Why is working on this area important to you?</p>	<p><i>I want to be able to make improvements for my team.</i></p>

Note: Before completing the following exercises, you can also read the VAR Instruction, found in section 2. This section provides background to the VAR model, why it's so important, how it works and examples to help you work through your own.



9 LEADING CHANGE

9.5.2 EXAMPLE – ONE VIEW OF “CREATIVITY & INNOVATION”

VIEW	ACTION	RESULT
'I say it as I see it'	Share views on everything Point out what is wrong and right about ideas	Others don't get heard Ideas don't get progressed Your voice gets heard

PERCEIVED BENEFITS. WHAT ARE THE PERCEIVED BENEFITS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

BENEFIT	AND WHAT IS THE BENEFIT OF THAT?	AND WHAT IS THE BENEFIT OF THAT?
You get to have a voice	Your ideas are heard	Respected by management
You get the last word, win	Confirming to yourself that you are right	Ego boost/feel valued
Things get done your way	You feel justified in your approach	Keep saying it as you see it

COSTS. WHAT ARE THE COSTS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

COST	AND WHAT IS THE COST OF THAT?	AND WHAT IS THE COST OF THAT?
No new ideas from others get tried	No new solutions, no collaboration	No improvements for team or clients
People dread working with you	Excluded from meetings or forums	Isolated from the team
If my idea doesn't work it's my fault	Seen as stupid	Feel embarrassed

9.5.3 EXAMPLE - CONSTRUCTIVE VIEW OF "CREATIVITY & INNOVATION"

VIEW	ACTION	RESULT
No such thing as a bad idea	<ul style="list-style-type: none"> I listen and ask questions about ideas I offer thoughts to build on ideas I encourage even 'crazy' ideas 	<ul style="list-style-type: none"> Improvements are generated More ideas are shared Team selects appropriate options

BENEFITS. WHAT ARE THE BENEFITS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

BENEFIT	AND WHAT IS THE BENEFIT OF THAT?	AND WHAT IS THE BENEFIT OF THAT?
I get heard/the team gets heard	Ideas are created together	Better ways of doing things for the team/client
New ways are tried and tested	Respected by team	Feel value/sense of accomplishment
Respected by management	Included in other activities	Opportunity to influence other areas

CHALLENGES. WHAT ARE THE CHALLENGES OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

CHALLENGE	AND WHAT IS THE CHALLENGE OF THAT?	AND WHAT IS THE CHALLENGE OF THAT?
Lots of ideas to manage	Takes time	Have to delegate other work or find ways of making the time.

9 LEADING CHANGE



NOW IT'S YOUR TURN...

9.6 VIEW-ACTION-RESULT REFLECTION & TRANSFORMATION EXERCISE – YOU LEADING CHANGE

What development area from Leading Change have you chosen to work on?	
Why is working on this area important to you?	

9.6.1 YOUR CURRENT VIEW

VIEW

ACTION

RESULT

PERCEIVED BENEFITS. WHAT ARE THE PERCEIVED BENEFITS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

BENEFIT	
...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?

COSTS. WHAT ARE THE COSTS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?).

COST	
...AND WHAT IS THE COST OF THAT?	...AND WHAT IS THE COST OF THAT?

WHAT BLIND SPOTS IN YOUR PERFORMANCE ARE OPENING UP FOR YOU WITH REGARDS TO THIS VIEW?

9 LEADING CHANGE

9.6.2 A CONSTRUCTIVE VIEW

WHAT IS AN ALTERNATIVE, MORE CONSTRUCTIVE VIEW OR NEW BELIEF THAT COULD GIVE YOU A DIFFERENT RESULT OR OUTCOME? EXPLORE THIS USING THE ACTIVITY BELOW.

VIEW	ACTION	RESULT



BENEFITS. WHAT ARE THE BENEFITS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

BENEFIT	
...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?

CHALLENGES. WHAT ARE THE CHALLENGES OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

CHALLENGE	
...AND WHAT IS THE CHALLENGE OF THAT?	...AND WHAT IS THE CHALLENGE OF THAT?

WHAT NEW ACTIONS MIGHT BE POSSIBLE FOR YOU WITH THIS NEW VIEW?

CARE STANDARDS



10 CARE STANDARDS

About the Aged Care Standards

Organisations providing Commonwealth subsidised aged care services are required to comply with the Aged Care Quality Standards (Quality Standards). Organisations will be assessed and must be able to provide evidence of their compliance with and performance against the Quality Standards from 1 July 2019.



The Quality Standards focus on outcomes for consumers and reflect the level of care and services the community can expect from organisations that provide Commonwealth subsidised aged care services.¹⁰

10 <https://www.agedcarequality.gov.au/standards/guidance-introduction>

10.1 LEADERSHIP CAPABILITY - AGED CARE STANDARDS

As a leader in the care industry, understanding what is required of your organisation to provide quality care that supports positive client AND organisational outcomes is part of your role. Outlined below are the eight standards and the leadership behaviours that have been assessed in the CILCA 360. If visible, these behaviours demonstrate you are living those quality care standards.

Consumer dignity & choice	Ongoing assessment & planning with consumers	Personal care & clinical care	Services & supports for daily living	Organisation's service environment	Feedback and complaints	Human resources	Organisational governance
Supports clients to enable them to live the best life they can Maintains client's privacy Clients are informed of choices about their care and services	Clients are treated as partners Planning focuses on optimising health of client	Tailors care service to the client Manages risks associated with care	Ensures clients receive support for daily living Enables client to live the life they choose Equipment is well-maintained Information is communicated with those who share client responsibility	Promotes consumer's independence Provides a welcoming service environment Builds a sense of belonging	Clients are encouraged to give feedback Engages clients in processes to provide feedback Seeks input from clients Seeks input from workforce Committed to continuous improvement Reviews feedback	Ensures team has sufficient skills Ensures work is within staff capabilities Regularly appraises work performance of staff	Clients feel confident with the organisation Clients are included in improving delivery of care services

In the pages following, activities have been included to help strengthen your understanding and relationship with the standards and behaviours.

10 CARE STANDARDS

10.1.1 STANDARD 1: CONSUMER DIGNITY & CHOICE

10.1.1.1 THE STANDARD EXPLAINED:

This standard includes concepts that recognise the importance of a consumer's sense of self and highlight the importance of the consumer being able to act independently, make their own choices and take part in their community. This helps foster social inclusion, health and wellbeing.

Consumer outcome (1) I am treated with dignity and respect and can maintain my identity. I can make informed choices about my care and services and live the life I choose.

Organisation statement (2) The organisation: (a) has a culture of inclusion and respect for consumers; and (b) supports consumers to exercise choice and independence; and (c) respects consumers' privacy.

10.1.1.2 LEADERSHIP BEHAVIOURS ASSESSED

- Supports clients to enable them to live the best life they can
- Maintains client's privacy
- Clients are informed of choices about their care and services

Standard 1; Consumer dignity and choice, is a foundation standard for all the others. Demonstrating leadership capability in this area is key to enabling you not only to meet the industry requirements for this, but for all other standards. Your views and beliefs about this standard will also be related to the other leadership capability domains, particularly Leading Self, Leading Others and Leading Purpose.



ACTIVITY: ABOUT MY ORGANISATION AND THE STANDARD

How does my organisation ensure consumers have dignity and choice? Consider and capture what your organisation already has in place that supports you, other leaders and staff to meet the standard.

The model on the next page can help you consider what is in place from different aspects of the organisation: If you have already completed a standards self-assessment this is just an opportunity to quickly reflect on what you picked up in the self-assessment.

Strategy: the plan devised to set and deliver on organisational vision and goals.

Structure: the way the organisation is structured and who reports to whom.

Systems: the daily activities and procedures that staff members engage in to get the job done.

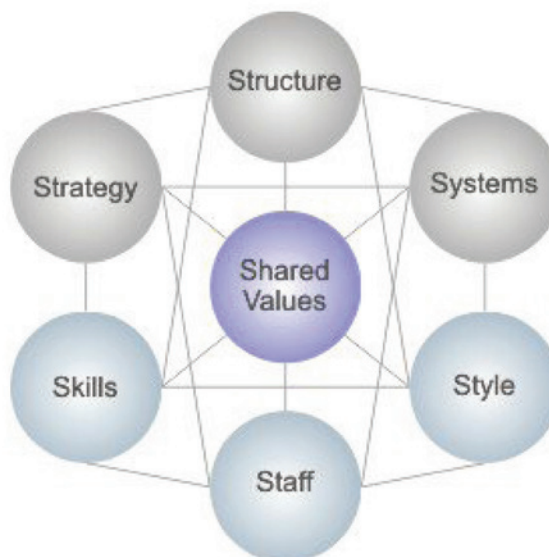
Shared Values: these are the core values of the company that are evidenced in the corporate culture and the general work ethic.

Style: the style of leadership adopted.

Staff: the employees and their general capabilities.

Skills: the actual skills and competencies of the employees working for the company.

Figure 1: The McKinsey 7S Model



10 CARE STANDARDS

About me, the standard and leadership behaviours

Our leadership behaviours are influenced by what is important to us – our values. In the workplace, and as a leader, understanding your values and what motivates you is essential. This is covered in more detail in the Leading Self domain.

Our values will certainly influence our views on your consumer dignity and choice is achieved. In terms of the leadership expectations and care standard of consumer dignity and choice – think about your values.



ACTIVITY: MY VALUES

Circle any values/beliefs that are important to you.

Abundance	Daring	Intuition	Recognition
Acceptance	Decisiveness	Joy	Relationships
Accountability	Dedication	Kindness	Reliability
Achievement	Dependability	Knowledge	Resilience
Advancement	Diversity	Leadership	Resourcefulness
Adventure	Empathy	Learning	Responsibility
Advocacy	Encouragement	Love	Responsiveness
Ambition	Enthusiasm	Loyalty	Safety
Appreciation	Ethics	Making a Difference	Security
Attractiveness	Excellence	Mindfulness	Self-Control
Autonomy	Expressiveness	Optimism	Service
Balance	Fairness	Open-Mindedness	Selflessness
Being the Best	Family	Originality	Simplicity
Boldness	Friendships	Passion	Spirituality
Brilliance	Flexibility	Peace	Stability
Calmness	Freedom	Performance	Success
Caring	Fun	Perfection	Teamwork
Challenge	Generosity	Personal Development	Thankfulness
Charity	Grace	Playfulness	Thoughtfulness
Cheerfulness	Growth	Popularity	Traditionalism
Cleverness	Flexibility	Power	Trustworthiness
Community	Happiness	Preparedness	Understanding
Commitment	Health	Punctuality	Uniqueness
Compassion	Honesty	Proactivity	Usefulness
Cooperation	Humility	Professionalism	Versatility
Collaboration	Humour	Quality	Vision
Consistency	Inclusiveness	Recognition	Warmth
Contribution	Independence	Risk Taking	Wealth
Creativity	Individuality	Safety	Wellbeing
Credibility	Innovation	Stability	Wisdom
Curiosity	Intelligence		

Can you narrow this list down to 3 core values? Discuss with a co-worker, friend or family member.

1. _____ 2. _____ 3. _____

10.1.1.4 VALUES BASED LEADERSHIP

Values-based leadership is the idea that leaders should draw on their own and followers' values for direction, inspiration and motivation. The Oxford English Dictionary says that values in this context means: "Principles or standards of behaviour; one's judgement of what is important in life." Values-based leadership philosophy asserts that people are mostly motivated by values; people care deeply about their personal values, and live according to these values. In other words, values are our most natural motivators.

So it makes sense, and is natural, for leaders to refer to their own values in creating a vision or making decisions. And equally it makes sense for leaders to connect with their followers' values - because this appeals to what is important to people - which makes people (followers) more likely to act.

Richard Barrett, author of Building a Values-Driven Organisation, defines values-based leadership as "...a way of making authentic decisions that builds the trust and commitment of employees and customers."

Values based leadership is also seen as leading the team and evaluating performance - both your own and the team's - based more so on the organisation's set of values.¹¹

Connecting with your organisation's values and comparing them to your own is important reflective work. This can identify if there are any differences or gaps between your values and the organisational ones.



ACTIVITY: VALUES MATCH

What might be the impact of differences in values in the workplace?

What would be indicators of values differences? What behaviours might you observe?

What can you as a leader do in these situations – using values-based leadership philosophy?

¹¹ <https://www.businessballs.com/leadership-philosophies/values-based-leadership/>

10 CARE STANDARDS

If this discussion on values-based leadership or customer dignity & choice has raised some thoughts/views that you want to work with, go to the end of the “Care Standards” domain and complete the activity.



LINK TO YOUR PERSONAL DEVELOPMENT PLAN

What did you learn?

What have you decided to work on?

Add your actions to your Personal Development Plan.

10.1.2 STANDARD 2: ONGOING ASSESSMENT AND PLANNING WITH CONSUMERS

10.1.2.1 THE STANDARD EXPLAINED

Planned care and services should meet each consumer’s needs, goals and preferences and optimise their health and wellbeing. While a consumer might have some challenges with their health and abilities, they still have goals they want to achieve, roles that have meaning and want to live as well as they can.

Customer outcome: I am a partner in ongoing assessment and planning that helps me get the care and services I need for my health and wellbeing.

Organisation statement: The organisation undertakes initial and ongoing assessment and planning for care and services in partnership with the consumer. Assessment and planning has a focus on optimising health and wellbeing in accordance with the consumer’s needs, goals and preferences.

10.1.2.2 THE LEADERSHIP BEHAVIOURS ASSESSED

- Clients are treated as partners
- Planning focusses on optimising health of client

**Linked with person centred style of leadership in Leading Purpose domain

10.1.2.3 PARTNERING TO ACHIEVE OPTIMAL OUTCOMES

The ability to engage and empower clients in their care planning and assessment is supported by leadership capabilities also explored in the Leading Others domain. The desire to make this happen is driven by a belief that by including others in planning and decisions, a better outcome is achieved than if done by an individual. What does a ‘better’ outcome mean though?

The ‘orange’ analogy can be used to understand the difference between partnering with someone to achieve consensus or ‘win/win’ outcomes vs. competing or ‘giving in.’ Of course the orange is an analogy, it can be replaced with anything you might be trying to decide on or negotiate about with someone else.

If there was one orange left in a fruit bowl and both you and the other person wanted it, what could you do?

1. Give it to them

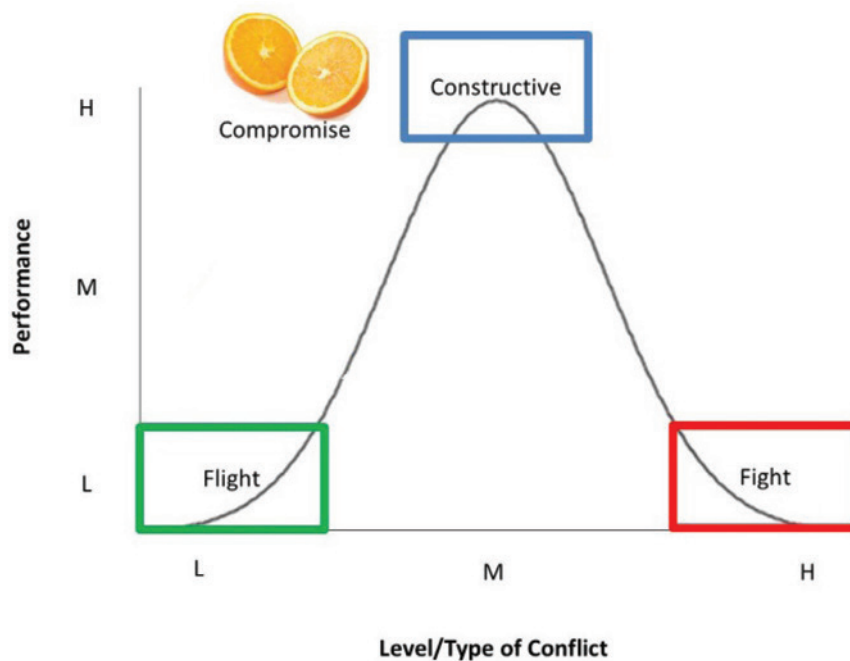
While this option might be the 'nice' option it can actually lead to a relationship breakdown between you and the other person. Your needs aren't being met and over time, this may lead to resentment building in your relationship. It is known as the passive or 'flight' way of dealing with conflict. This is especially relevant for people who 'give the orange' all the time because eventually this resentment builds and erupts.

2. Take it from them

You could take it from them so that your needs are met, but it means the other person's needs are not met and again, this will lead to resentment in the relationship. This is known as the aggressive or 'fight' way of dealing with conflict. Even if they insist you take it, if you haven't discussed ways of getting both your needs met they may fall into the category above.

3. Cut it in half

Most people when faced with this analogy suggest cutting it in half. It might seem like the 'right' answer but it actually falls into one of the above two categories because the crucial aspect of partnership is missing – communication. When we jump to cutting it in half without discussion about needs and options, we might find that cutting it in half doesn't meet either person's needs. What if one of you wanted to eat the flesh of the orange and the other person wanted to bake a cake with the rind? A conversation about this would enable you to get both of your needs met. Ultimately, if you have discussed your needs and options and it is the only orange you can get your hands on and you are both satisfied with cutting it in half then go for it – but only after a thorough discussion.



Together with the analogy, the following framework can be used as a step-by-step guide for reaching a consensus decision that best meets the needs of all parties. It can also be used as the framework for meetings that need to recognise a range of needs from different people.

10 CARE STANDARDS

INNOC - CONSENSUS FRAMEWORK

How can a leader enable win-win outcomes be achieved? We offer this simple process to use.

Step	Intent	Types of questions to ask
Issue	To get a full view of the issue from different perspectives	What is the common goal? What can you both agree you need to achieve?
Needs	My needs + your needs = our needs. Differentiate needs from options. e.g. I need to get from home to work versus I need a car (which is an option)	What do we need to be able to do? What capability do we need to have? Who do we need to consider? What requirements/rules/standards do we need to consider? What's the end goal?
Options	The team generates options that meet each need - not just their/your own.	How could we... How might we... Where has this been done before...
Consider Options	Understand the pros and cons of each option	What will this option give us (in relation to our needs) what won't it? Are there any unintended outcomes/impacts? Can these be mitigated?
Consensus decision	Agree on a final option or outcome	What are the next steps? Can we get behind the decision and support it?



ACTIVITY: ABOUT ME, THE STANDARD AND LEADERSHIP BEHAVIOURS

Thinking about the orange analogy, what option is your natural tendency? I.e. do you tend to 'give' oranges when faced with conflict? What impact does this have (on you and others)?

What could you do differently to create optimal solutions?

How do I ensure clients, their families and their carers are fully empowered in the development of client care plans?

If this discussion on values based leadership or customer dignity & choice has raised some thoughts/views that you want to work with, go to the end of the "Care Standards" domain and complete the activity.



LINK TO YOUR PERSONAL DEVELOPMENT PLAN

What did you learn?

What have you decided to work on?

Add your actions to your Personal Development Plan.

10 CARE STANDARDS

10.1.3 STANDARD 3: PERSONAL CARE AND CLINICAL CARE

10.1.3.1 THE STANDARD EXPLAINED

Consumers and the community expect safe, effective and quality delivery of personal and clinical care. The Standard applies to all services delivering personal and clinical care specified in the Quality of Care Principles, 2014.

Consumer outcome (1) I get personal care, clinical care, or both personal care and clinical care, that is safe and right for me.

Organisation statement (2) The organisation delivers safe and effective personal care, clinical care, or both personal care and clinical care, in accordance with the consumer's needs, goals and preferences to optimise health and wellbeing.

10.1.3.2 LEADERSHIP BEHAVIOURS ASSESSED

- Tailors care service to the client
- Manages risks associated with care

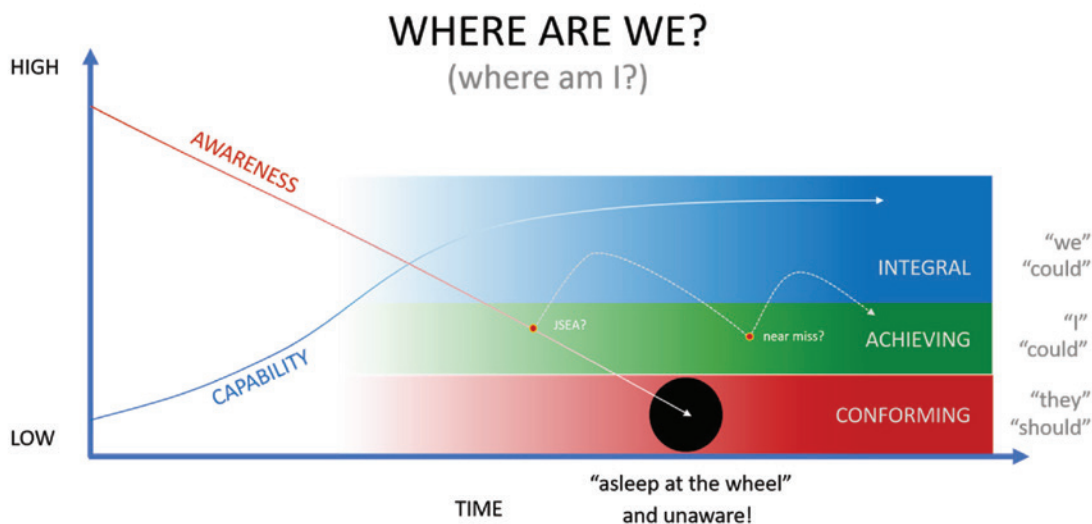
10.1.3.3 UNDERSTANDING RISK



Risk can be defined as a situation involving exposure to danger. Assessing risk generally has two elements; consequence (severity of e.g. extreme, high, low) and likelihood (possible, probably, likely, etc.). By considering these two elements we can increase the visibility and understanding of a risk and therefore improve our decision making.

Risk perception is the subjective judgement that people make about the characteristics and severity of a risk. This is based on our different experiences and skills, hence we all have different risk perceptions. The person who does professional car racing on the weekend will have a different risk perception of driving than a learner driver.

Our perception of risk is influenced by two elements; competence (skills and knowledge) and time (experience). Using the graph below and the driving example, when a new driver first starts they have low competency or skill in driving and their awareness of risk is high. They are at high risk. On the other hand, someone who has been driving for a long time can become normed to the risks – so their awareness reduces. This is called complacency. This may sound like, "I've been doing this for years, I know what I am doing". Ever arrived at work and realise that you don't even remember leaving home? We kind of go on 'autopilot'. Another way of viewing this is that we are essentially 'asleep at the wheel'. The real risk with complacency, is that we are unaware that we are complacent, and it takes an event (a near miss or incident) to wake us up.



In the work place this could be a routine check up or inspection, something you do every day. Interestingly, the longer you've been doing something, the more 'at risk' you are of being 'asleep at the wheel' and not even realise it.

The challenge for everyone, and particularly those leading people, is to help them be in the Integral (blue) zone, in the diagram above. This is where we match our high capability with high awareness, of what we're doing and why we're doing it.

Some examples may be

- Use processes and systems to help keep awareness at constructive level e.g. 'step backs' or safe job planning
- Use training to keep capability increasing and as opportunities to see risks in a different way
- Encourage staff mentoring to have experienced and new staff working together so that experience can be shared and help manage the anxiety of new staff. New staff could even share with the experienced staff a different/fresh perspective on the risks
- Engage a variety of people in incident reviews to get different perspectives on risks and solutions
- Share lessons learnt, rather than each of us having to learn the hard way
- Reminding each other, in handover meetings, why it's important that we're aware of the risks
- Adding a safety 'thought of the day' to the staff notice board

10 CARE STANDARDS



ACTIVITY: ABOUT MY ORGANISATION AND THE STANDARD

How does my organisation ensure it delivers safe and effective personal care or clinical care, in accordance with the consumer's needs, goals and preferences to optimise health and wellbeing?

Consider and capture what your organisation already has in place that support you, other leaders and staff to meet the standard. Use the model below to help consider what is in place from different aspects of the organisation: If you have already completed a standards self-assessment this is just an opportunity to quickly reflect on what you picked up in the self-assessment.

Strategy: the plan devised to set and deliver on organisational vision and goals.

Structure: the way the organisation is structured and who reports to whom.

Systems: the daily activities and procedures that staff members engage in to get the job done.

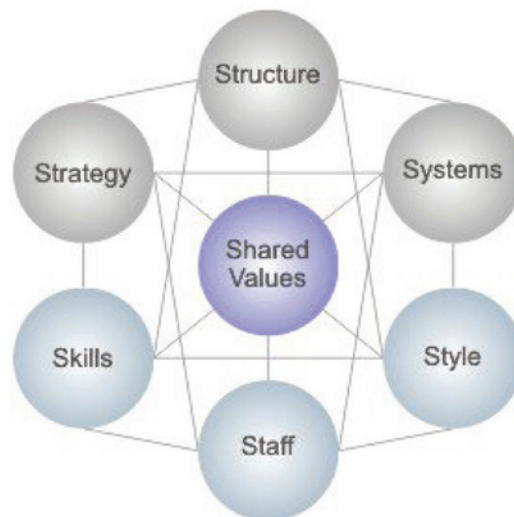
Shared Values: these are the core values of the company that are evidenced in the corporate culture and the general work ethic.

Style: the style of leadership adopted.

Staff: the employees and their general capabilities.

Skills: the actual skills and competencies of the employees working for the company.

Figure 1: The McKinsey 7S Model





ACTIVITY: ABOUT ME, THE STANDARD AND LEADERSHIP BEHAVIOURS

Where am I on the risk perception graph in regards to personal and clinical care? Why am I there?

How could I lead my team to be in the Integral Performance Zone?

How could I lead myself and my family to be in the Integral Performance Zone.

How else could I have a positive impact on understanding risk in the delivering personal and clinical care?

If this discussion on personal care and risk has raised some thoughts/views that you want to work with, go to the end of the "Care Standards" domain and complete the activity.



LINK TO YOUR PERSONAL DEVELOPMENT PLAN

What did you learn?

What have you decided to work on?

Add your actions to your Personal Development Plan.

10 CARE STANDARDS

10.1.4 STANDARD 4: SERVICES AND SUPPORTS DAILY LIVING

10.1.4.1 THE STANDARD EXPLAINED

A consumer might have some challenges in their health and abilities, but they still have goals they want to achieve. They also have roles that have meaning, and they want to manage their day-to-day life and live as well as they can. Services and supports for daily living cover a wide range of options that aim to support consumers live as independently as possible and enjoy life. They may be any services (other than clinical or personal care services) that an organisation provides under the Quality of Care Principles, 2014.

Consumer outcome (1) I get the services and supports for daily living that are important for my health and wellbeing and that enable me to do the things I want to do.

Organisation statement (2) The organisation provides safe and effective services and supports for daily living that optimise the consumer's independence, health, wellbeing and quality of life.

10.1.4.2 LEADERSHIP BEHAVIOURS ASSESSED

- Ensures clients receive support for daily living
- Enables client to live the life they choose
- Equipment is well-maintained
- Information is communicated with those who share client responsibility

10.1.4.3 COMMUNICATION

More on communication can be found in the Leading Others domain.

Communication is key to achieving outcomes in life and the workplace. To enable care professionals to understand a client's challenges, goals, roles and needs and convey these to staff and family to support the achievement of quality care is clearly an important skill and process.

COMMUNICATION PROCESS

This refers to the exchange of information between two or more people. For communication to succeed, both parties must be able to exchange information and understand each other. If the flow of information is blocked for some reason or the parties cannot make themselves understood, then communication fails.¹²

The Sender

The communication process begins with the **SENDER**, who is also called the **COMMUNICATOR** or **SOURCE**. The sender has some kind of information—a command, request, question, or idea—that he or she wants to present to others. For that message to be received, the sender must first encode the message in a form that can be understood, such as by the use of a common language or industry jargon, and then transmit it.



12 <https://www.thoughtco.com/what-is-communication-process-1689767>



The Receiver

The person to whom a message is directed is called the **RECEIVER** or the **INTERPRETER**. To comprehend the information from the sender, the receiver must first be able to receive the sender's information and then decode or interpret it.

The Message

The **MESSAGE** or **CONTENT** is the information that the sender wants to relay to the receiver. Additional subtext can be conveyed through body language and tone of voice. Put all three elements together—sender, receiver, and message—and you have the communication process at its most basic.

The Medium

Also called the **CHANNEL**, the **MEDIUM** is the means by which a message is transmitted. Text messages, for example, are transmitted through the medium of cell phones.

Feedback

The communication process reaches its final point when the message has been successfully transmitted, received, and understood. The receiver, in turn, responds to the sender, indicating comprehension. Feedback may be direct, such as a written or verbal response, or it may take the form of an act or deed in response (indirect).

Other Factors

The communication process isn't always so simple or smooth, of course. These elements can affect how information is transmitted, received, and interpreted:

Noise: This can be any sort of interference that affects the message being sent, received, or understood. It can be as literal as static over a phone line or radio or as esoteric as misinterpreting a local custom.

Context: This is the setting and situation in which communication takes place. Like noise, context can have an impact on the successful exchange of information. It may have a physical, social, or cultural aspect to it. In a private conversation with a trusted friend, you would share more personal information or details about your weekend or vacation, for example, than in a conversation with a work colleague or in a meeting.

Communication Blockers

Another way to look at noise in the communication process is as blockers to communication. Blockers can impact the way a message is sent and the way it is received. Examples of blockers may include: lack of eye contact, perceived as not approachable, timid/shy, perceived as overly sensitive, perceived as authoritative or aggressive, language differences, body language and tonality. Tone can significantly change a message.

10 CARE STANDARDS



ACTIVITY: COMMUNICATION BLOCKERS

Think about a time when an interaction hasn't gone well and identify what some of your communication blockers might be?

What could you do to minimise or remove these blockers and improve communication?

OTHER BLOCKERS ARE:¹³

Accusing

Accusing and blaming are the most destructive forms of communication. When accusing, the other person feels that you assume he/she is guilty, even without hearing their side of the story.

Judging

As an example, if one person is suspecting that you judge him/her, he/she will not open up to you and tell you all what they want to tell you. Instead, they will tell you what they think as 'safe' to tell you.

Sarcasm

In order to have effective communication, you need to show respect to others. If you show no respect, you get no information. This is exactly what sarcasm does. If you become sarcastic towards a person, that person will surely hold back a lot of valuable information that is important to you.

Globalizing

Avoid using words such as "always" or "never." These make the parties involved in the discussions uncomfortable and it gives the notion of negativity. Try to avoid such globalizing words and try to focus on the issue in hand.

Interrupting

When interruptions take place, the person who talks may feel that you are no longer interested in what they are saying and unheard. This may have the impact of that person withdrawing from the communication, and you not understanding the situation.

Changing the Subject

Changing subject in the middle of some discussion can be understood as your lack of interest on the subject as well as your unwillingness to pay attention. This may result in unproductive and ineffective communication outcomes.

13 https://www.tutorialspoint.com/management_concepts/communication_blockers.htm

CLEAR COMMUNICATION TEMPLATE

Here is a simple process with steps and examples you can use, either mentally or on paper, to plan a message.

Acknowledge	Intention/ Goal	The Givens	My Commitment	My Request
<p>Where did the feedback come from? Do you need to thank anyone?</p>	<p>What is your intention? Big Picture Buy-in</p>	<p>What are the 'givens' that need to be factored in? e.g. budget, time constraints, external pressures</p>	<p>What is your commitment? What can you do to achieve your intention/goal?</p>	<p>What do THEY need to do to achieve the intention?</p>
<p>Is there anyone you need to recognise or acknowledge?</p>	<p>Does the intention match the feedback? Have you made it mean something?</p>	<p>Have you communicated these givens? Was it in a way that doesn't sound like you are making excuses?</p>	<p>Is it meaningful? Is it realistic? Is it challenging? Have you linked your commitment to the intention?</p>	<p>What is their responsibility to creating the 10/10 culture</p>
<p>"I want to thank you for the honest feedback. What I heard is that you don't feel listened to."</p>	<p>My intention is to make a plan so that you do feel listened to." "I want you to feel listened to."</p>	<p>"We only have 45 mins for the meeting because of staffing constraints and opening hours, so we need to explore other options for two way communication."</p>	<p>"I'm committed to maintaining open communication via email, one-on-ones and finding more opportunities for informal discussions."</p>	<p>"To make sure this happens I need you to check your emails every day at the beginning of your shift; this will be the first point of call of all communication"</p>

10 CARE STANDARDS



ACTIVITY: ABOUT MY ORGANISATION AND THE STANDARD

How does my organisation ensure it understands and communicates client needs to support delivery of services that support their daily living? Consider and capture what your organisation already has in place that support you, other leaders and staff to meet the standard.

Use the model below to help consider what is in place from different aspects of the organisation. If you have already completed a standards self-assessment this is just an opportunity to quickly reflect on what you picked up in the self-assessment.

Strategy: the plan devised to set and deliver on organisational vision and goals.

Structure: the way the organisation is structured and who reports to whom.

Systems: the daily activities and procedures that staff members engage in to get the job done.

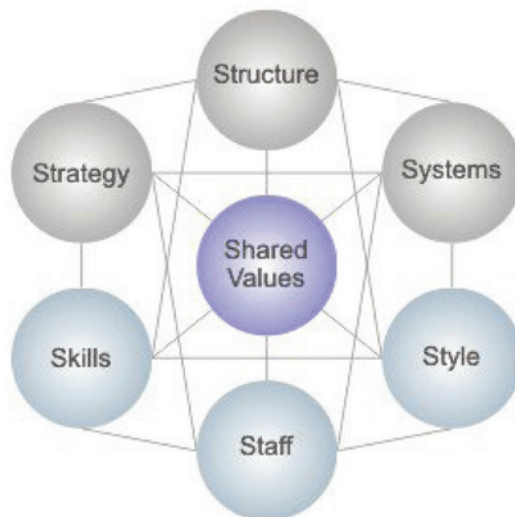
Shared Values: these are the core values of the company that are evidenced in the corporate culture and the general work ethic.

Style: the style of leadership adopted.

Staff: the employees and their general capabilities.

Skills: the actual skills and competencies of the employees working for the company.

Figure 1: The McKinsey 7S Model





ACTIVITY: ABOUT ME, THE STANDARD AND LEADERSHIP BEHAVIOURS

What are your communication strengths and weaknesses? Complete the table below.

Strengths	Weaknesses

What might be the driver behind my weaknesses? What views or beliefs may be not working for me in the way I communicate with staff, clients and families?

If this discussion on Services and Supports Daily Living has raised some thoughts/views that you want to work with, go to the end of the "Care Standards" domain and complete the activity.



LINK TO YOUR PERSONAL DEVELOPMENT PLAN

What did you learn?

What have you decided to work on?

Add your actions to your Personal Development Plan.

10 CARE STANDARDS

10.1.5 STANDARD 5: ORGANISATIONS SERVICE ENVIRONMENT

10.1.5.1 THE STANDARD EXPLAINED

The standard is about making sure that the service environment, furniture and equipment support a consumer's quality of life, as well as their independence, ability and enjoyment. This means that the service environment suits the consumer's needs and is clean, comfortable, welcoming and well maintained. It includes how the safety and security, design, accessibility and layout of the service environment encourage a sense of belonging for consumers.

Consumer outcome (1) I feel I belong and I am safe and comfortable in the organisation's service environment.

Organisation statement (2) The organisation provides a safe and comfortable service environment that promotes the consumer's independence, function and enjoyment.

10.1.5.2 LEADERSHIP BEHAVIOURS ASSESSED

- Promotes consumers' independence
- Provides a welcoming service environment
- Builds a sense of belonging

**Linked to Leading Purpose leadership capability domain – person centred focus.

10.1.5.3 BELONGING

Belonging means acceptance as a member or part - such a simple word for huge concept. A sense of belonging is a human need, just like the need for food and shelter ¹⁴. Why is belonging so important? "I find the concept of "belonging" a critical factor for overcoming social isolation and for creating organisations that have a positive impact on people and performance. Belonging draws on attachment theory, which essentially states that when someone has strong emotional attachment to another (person or organisation), personal wellbeing increases. This improved wellbeing, in turn increases personal productivity and overall organisational performance. (David Ulrich)¹⁵

What impact does our environment have on our sense of belonging?

Want to explore how human centred design is changing the health care industry? Steelcase is an organisation that focusses on creating great experiences by offering a range of architecture, furniture and technology products and services designed to help people reach their full potential. Here are two articles from their website related to designing awesome environments for patients and staff in the health care industry.

Can an aged care facility, particularly one designed for residents living with dementia, feel anything but institutional? With a thoughtful approach to interior design, the answer is most certainly yes, even for developers whose budgets are modest.

¹⁴ <https://www.psychologytoday.com/au/blog/pieces-mind/201403/create-sense-belonging>

¹⁵ <https://www.forbes.com/sites/rodgerdeanduncan/2018/06/08/belonging-a-fresh-look-at-engagement/#4a088cc273b4>



Read article on the Embold Collection; where they're working on creating inviting healthcare spaces

Link: <https://bit.ly/2Lk2yds> (Steele Case - Inviting Healthcare)

Or scan the QR code to the left



Read article on how thought leaders are working on redesigning healthcare to improve the experience for patients and providers.

Link: <https://bit.ly/2AQP9Sc> (Redesigning Healthcare Experience)

Or scan the QR code to the left



Read Aged Care Insite's article on the importance of designing care facilities with everyone in mind

Link: <https://bit.ly/2GU5QP9> (Designing with Everyone in Mind)

Or scan the QR code to the left

10 CARE STANDARDS

What impact can leaders have on creating a sense of belonging and safety for both their staff and their clients?

A leader has an invaluable impact on their environment. How do you, as a leader, create a positive impact on your environment?

By understanding your own emotions and their impact on others, you can practise self-leadership and composure. This enables you to regulate your behaviour when you're having a bad day or are dealing with a negative situation. You become a constant source of positivity and inspiration for others, encouraging an environment of collaboration and optimism.

By demonstrating consistency in your thoughts and actions, you ensure your team feels safe in that they can always predict what the outcome of a given situation will be.

By unleashing positivity in the workplace, that your team sees you leading by example, and feels as though their environment is supportive and optimistic about the future.

By focusing on understanding and improving on your leadership capabilities. Your CILCA 360 report enables feedback of how your leadership competencies are viewed which in turn generates insights and encourages action – you can use it to assess your views and capabilities and find ways to improve your leadership.

By creating trust and safety – especially in an uneven economy – means taking on big responsibility. If the leaders focus on creating a safe environment, then every single person has the ability to be a hero, to make sacrifices so that others may gain. And a business will flourish as a result.¹⁶



Watch this great Ted Talk as Simon Sinek explains why good leaders make you feel safe

Link: <https://bit.ly/1LqYfSh> (Simon Sinek - Safe)

Or scan the QR code to the left

¹⁶ <https://advisory.works/2017/10/23/the-circle-of-trust-how-good-leaders-make-their-team-feel-safe/>



ACTIVITY: ABOUT MY ORGANISATION AND THE STANDARD

How does my organisation ensure it creates a safe and welcoming environment that promotes a sense of belonging? Consider and capture what your organisation already has in place that supports you, other leaders and staff to meet the standard.

Use the model below to help consider what is in place from different aspects of the organisation: If you have already completed a standards self-assessment this is just an opportunity to quickly reflect on what you picked up in the self-assessment.

Strategy: the plan devised to set and deliver on organisational vision and goals.

Structure: the way the organisation is structured and who reports to whom.

Systems: the daily activities and procedures that staff members engage in to get the job done.

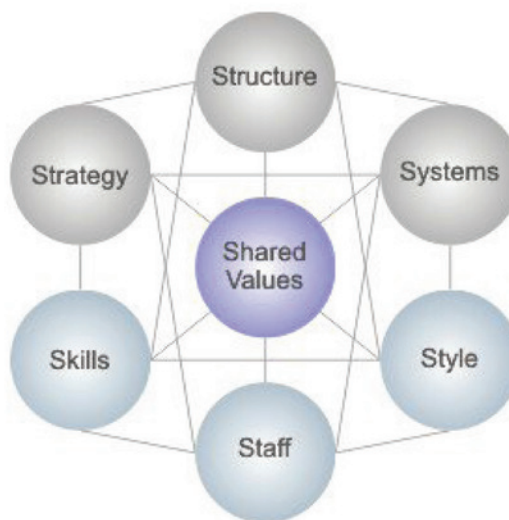
Shared Values: these are the core values of the company that are evidenced in the corporate culture and the general work ethic.

Style: the style of leadership adopted.

Staff: the employees and their general capabilities.

Skills: the actual skills and competencies of the employees working for the company.

Figure 1: The McKinsey 7S Model



10 CARE STANDARDS



ACTIVITY: ABOUT ME, THE STANDARD AND LEADERSHIP BEHAVIOURS

How do I engage with my team and clients to understand their environmental needs?

How do I create a sense of safety with my team and clients?

How else could I have a positive impact on the service environment?

If this discussion on the service environments raised some thoughts/views that you want to work with, go to the end of the "Care Standards" domain and complete the activity.



LINK TO YOUR PERSONAL DEVELOPMENT PLAN

What did you learn?

What have you decided to work on?

Add your actions to your Personal Development Plan.

10.1.6 STANDARD 6: FEEDBACK AND COMPLAINTS

10.1.6.1 THE STANDARD EXPLAINED

An organisation should have a system to resolve complaints. The system must be accessible, confidential, prompt and fair. It should also support all consumers to make a complaint or give feedback. Resolving complaints within the organisation can help build the relationship between the consumer and the organisation. It can also lead to better outcomes.

Consumer outcome (1) I feel safe and am encouraged and supported to give feedback and make complaints. I am engaged in processes to address my feedback and complaints, and appropriate action is taken.

Organisation statement (2) The organisation regularly seeks input and feedback from consumers, carers, the workforce and others and uses the input and feedback to inform continuous improvements for individual consumers and the whole organisation.

10.1.6.2 LEADERSHIP BEHAVIOURS ASSESSED

- Clients are encouraged to give feedback
- Engages clients in processes to provide feedback
- Seeks input from clients
- Seeks input from workforce
- Committed to continuous improvement
- Reviews feedback

**Linked to Leading Purpose leadership capability domain – person centred focus.

Best Practice

*“Do what you do so well that they will want to see it again and bring their friends.”
Walt Disney*

Customer service is an essential part of the health care and aged care industry

- It is 6 to 10 times more costly to attract a new customer than it is to retain an existing one.
- A satisfied customer only tells five other people.
- An unhappy customer tells approximately 20 other people.
- It only takes 30 seconds for a customer to form an opinion.

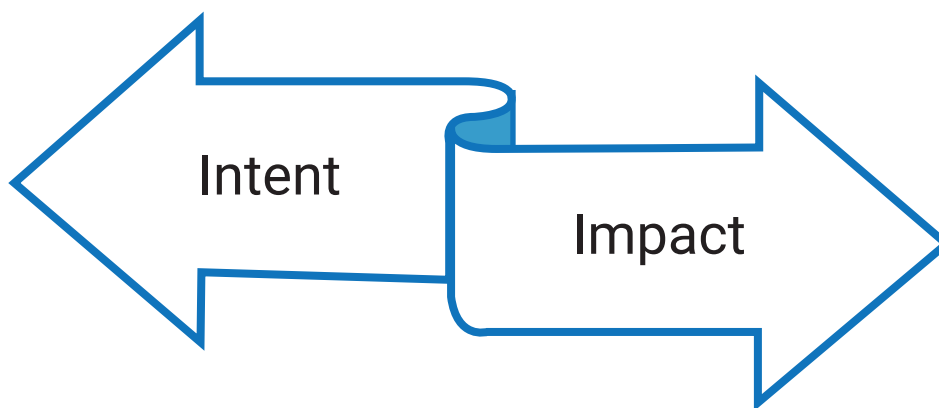
There are a number of reasons why people complain. It is important to keep in mind that people usually complain because they are dissatisfied and that a complaint can be seen as an opportunity to increase understanding of the perspectives of client/patients. Gaining an insight into the client/patient perspective can help to improve the service that you offer.

10 CARE STANDARDS

Common reasons for complaints include:

- They want an acknowledgement that something went wrong, and an explanation of why, and they want an apology for the distress they experienced.
- They do not want to see other people facing a similar problem.
- They want to improve the service for themselves or others in the future.
- They want someone to be blamed, punished or held accountable for what happened.
- They want financial compensation (or a full or partial refund).
- They have a bad attitude or are not willing to seek a solution for themselves.

Often there can be a gap between the intent and the impact of our actions, practices, processes, engagements, etc. when handling feedback and complaints. The gap is what causes the potential for complaint or dissatisfaction with the way a complaint is handled.



10.1.6.3 HANDLING A COMPLAINT

You can't change the other person - they might be angry for a reason beyond your control. But you can change the way you respond to the person.

Step 1- Acknowledge the complaint

Often when people get a response to their complaint, it indicates to them that the matter has been taken seriously. If the response also acknowledges their concerns and experiences, and takes responsibility for what happened, then the complaint may well be on the way to being resolved. Empathise and show understanding. Often this is the main reason the client is complaining. They just want to be understood.

- Practise active listening
- Mirror/summarise what you hear and feed it back to them
- Repeat/acknowledge any feelings or emotions: 'I can see this has really upset you' 'I can see how this would make you angry.'

Step 2- Understand the problem

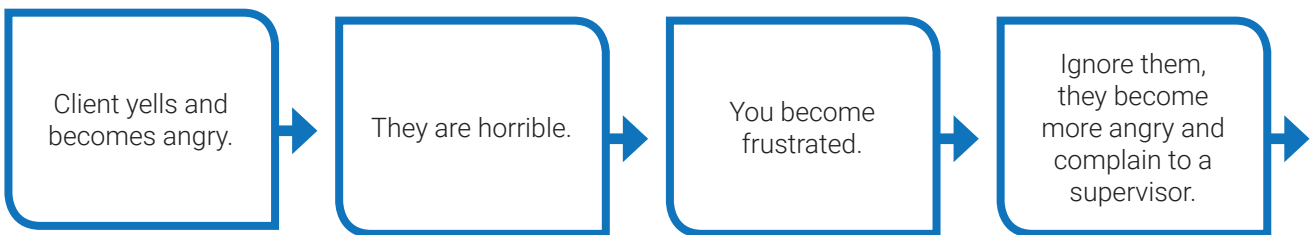
Understand and be aware of the different views of the people involved. Many complaints arise from underlying issues with communication. Make sure that you have a very clear understanding of what the client is saying, define the problem, write it down and clarify with the client at all times. Separate the facts from assumptions and summarise the problem 'in a nutshell.'

Step 3 - Control emotional response

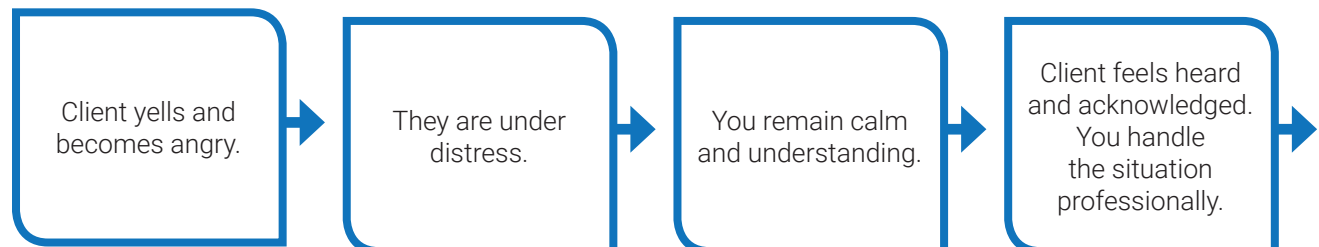
Monitor and control your thoughts and emotions; try to remain professional, neutral and calm.



For example,



OR



Step 4 - Find a solution in partnership

Weigh up all the possibilities, construct a list of solutions with your client's input and make the best solution that suits both the client and the people involved. Follow protocols and reporting lines so that the complaint is handled professionally.

- 'Let's think about all of the possible options here'
- Explain to them what you will do first
- Put a realistic timeframe on it

10 CARE STANDARDS



ACTIVITY: ABOUT MY ORGANISATION AND THE STANDARD

How would I describe the organisation's processes, practices and expectations in regard to handling feedback and complaints?

Organisational Intent	Impacts (positive/negative)



ACTIVITY: ABOUT ME, THE STANDARD AND LEADERSHIP BEHAVIOURS

A leader's experiences, beliefs and views on feedback and complaints will influence how they interact with the organisation processes, clients and staff in these situations.

Think of a time when you had to make a complaint and you were happy about the way you were handled. What behaviours/actions did that person exhibit that made you a satisfied with your treatment?

Think of a time when you have made a complaint and you weren't happy with the way you were handled. What was it about their behaviour/actions that ticked you off? Why weren't you satisfied with your treatment?

Think about a time you were handling a complaint and your intent did not match the impact you wanted? What may have impacted the intent/impact gap in that situation? Reflect using the information in the "handling complaints" item above.

What have you revealed about your views and approaches that you want to change? What commitment would you make to help make that change? Capture your ideas here, then transfer a commitment to your action plan summary.

What difference will these changes make to yourself and others?

How will you know if your changes have been effective? What will you see?



LINK TO YOUR PERSONAL DEVELOPMENT PLAN

What did you learn?

What have you decided to work on?

Add your actions to your Personal Development Plan.

10 CARE STANDARDS

10.1.7 STANDARD 7: HUMAN RESOURCES

10.1.7.1 THE STANDARD EXPLAINED:

This standard requires an organisation to have and use a skilled and qualified workforce, sufficient to deliver and manage safe, respectful, and quality care and services.

Consumer outcome (1) I get quality care and services when I need them from people who are knowledgeable, capable and caring.

Organisation statement (2) The organisation has a workforce that is sufficient, and is skilled and qualified to provide safe, respectful and quality care and services.

10.1.7.2 LEADERSHIP BEHAVIOURS ASSESSED

- Ensures team has sufficient skills
- Ensures work is within staff capabilities
- Regularly appraises work performance of staff

**Linked to Leading Others leadership capability domain – Influence category.

Best Practice

Leaders are responsible for ensuring that their staff have the right skills to competently and safely complete their work. Some of the questions that leaders often ask however, are:

- What skills? Balancing both technical/hard and soft skills.
- How do I assess them? What are the ways in which I can get information about both the hard and soft skills capability and performance?
- How do I give feedback and manage my staff capabilities and performance?

A word on skills... What are hard and soft skills?

	Hard/Technical	Soft
Defined	Hard skills are taught skills. They are quantifiable and are often learned in school, through earned certifications, or in previous work experience. Hard skills are specific to each job and are often the basis of job requirements. They are obtained not just through formal education, but through work experience, various types of training, self-learning, informal education, internships, observing, and listening.	Soft skills are non-measurable, subjective skills that are not specific to one job or career. They typically speak to how well a person interacts with others. Soft skills are “people” skills.
Examples	Nursing, driving, gardening, law, languages, management,	Good assertive communication, high emotional and social intelligence, or willingness to share knowledge with others. Teamwork, effective communication, problem-solving, leadership, decisiveness, time management, and flexibility.

The new aged care standards are placing an increasing emphasis on the need to have a balance of both hard and soft skills to ensure client care, dignity, safety and wellbeing. How is the balance of skills across your team?

10.1.7.3 ASSESSING SKILLS AND CAPABILITIES OF YOUR TEAM

Each organisation typically has its own process and method for assessing staff technical skills. Skills are the most important assets your staff possess. Well-honed skill sets give them the opportunity to master tasks and improve their work performance. This is why skills assessments are an essential part of organisations practices. They allow you to identify and narrow the performance gaps by identifying the core skills your team needs to fulfil their work responsibilities.

Here is an overview of some elements to undertaking a skills assessment.¹⁷

Assess both technical and soft skills.

It's vital to test both technical and soft skills when you are conducting skills assessments. This is due to the fact that both types are required in the workplace. For example, a corporate learner may know a great deal about the equipment they repair, but they might not be able to communicate effectively with clients in order to troubleshoot common issues.

Focus on job-specific skills.

Rather than testing generic skills that every employee should know, try to focus on job-specific skills assessments that are based on work responsibilities and everyday tasks. Essentially, you want to concentrate on skills that actually matter and directly relate to their on-the-job performance. You can discover which skills are truly important by observing them in the workplace, speaking with their supervisors, and conducting surveys.

Find the ideal assessment method.

After you've identified which skills need to be assessed, you must determine how you can effectively assess those core skills. While some skills can be assessed through written exams or a review of documentation, others may require a more creative approach which may include activities such as observations, role plays and simulations. Feedback from colleagues, clients and others in their workplace can also form part of your assessment of their capability.

Personalise each skills assessment.

Skills assessments should not have a "one size fits all" approach. In fact, every employee should be given a personalized assessment based on their needs, preferences, and position within the company. At the very least, every department in your organisation should have its own skills assessments. This gives you the opportunity to test skills that are tied to employees' work performance, rather than assessing skill sets that may be irrelevant. A sales employee does not need to know how to repair a computer, for instance, just as an IT technician does not need to know how to negotiate with a customer.

Provide feedback

Be specific: provide specific and recent examples. Give the person a chance to explain. Avoid definite or final statements such as "you need to," "all the time," "you are." Be sensitive; people can take comments about their work very personally. Explain your preferred outcome and make sure they understand.

The BIPC model (Behaviour, Impact, Preference, Consequence) can be used in feedback situations to express to staff your view in a structured and assertive way.

An example might be: Behaviour: 'I noticed you were not looking at the client as they were telling you about a concern'; Impact: 'The client stopped talking and said not to worry'; Preference: 'I'd prefer you to actively listen by making eye contact and acknowledging the client'; Consequence: 'That way we can be more confident we are meeting the clients needs'

¹⁶ <https://elearningindustry.com/6-tips-conduct-successful-skills-assessment-corporate-audience>

10 CARE STANDARDS



ACTIVITY: ABOUT MY ORGANISATION AND THE STANDARD

What mechanisms are in place to support me in meeting the leadership capabilities?

How would I rate my relationship with these mechanisms?

1	2	3	4	5
Don't use them Don't understand them Don't believe they are effective				Use them regularly Understand them well – what, why, how to use them They help me be an effective leader

What could I do to improve my relationship with the mechanisms?



ACTIVITY: ABOUT ME, THE STANDARD AND LEADERSHIP BEHAVIOURS

As a leader of staff with a variety of skills and capabilities, who needs to undertake assessments, provide feedback, plan work based on their capabilities, etc consider:

How do I need to be as a leader to effectively undertake these activities? What soft skills do I need?

What views/beliefs would support positive staff and client outcomes?

How could I improve my relationship with our current mechanisms/practices?

Capture your ideas here, then transfer a commitment to your action plan summary.



LINK TO YOUR PERSONAL DEVELOPMENT PLAN

What did you learn?

What have you decided to work on?

Add your actions to your Personal Development Plan.

10.1.8 STANDARD 8: GOVERNANCE

10.1.8.1 THE STANDARD EXPLAINED:

The intention of this standard is to hold the governing body of the organisation responsible for the organisation and the delivery of safe and quality care and services that meet the Aged Care Quality Standards, 2018. The governing body sets the strategic priorities for the organisation. It's expected to promote a culture of safety and quality, and to include this in the organisation's governance systems. The governing body is expected to drive and monitor improvements to make sure the organisation is committed to quality care and services and the best interests of consumers.

Consumer outcome (1) I am confident the organisation is well run. I can partner in improving the delivery of care and services.

Organisation statement (2) The organisation's governing body is accountable for the delivery of safe and quality care and services.

10 CARE STANDARDS

10.1.8.2 LEADERSHIP BEHAVIOURS ASSESSED

- Clients feel confident with the organisation
- Clients are included in improving delivery of care services



ACTIVITY: ABOUT MY ORGANISATION AND THE STANDARD

What governance mechanisms am I aware of that enable me and my organisation to be committed to quality care and services and the best interests of consumers? How do we set and communicate our strategic direction? How do we create a culture of safety and quality? How do we encourage and make continuous improvements from the shop floor to organisational policy?

In thinking about this you could use the Integral Model. This model ensures a balanced focus on both the visible and invisible, organisational and individual contributing factors to performance in organisations. As shown in the diagram below, this approach emphasises the importance of all the quadrants in transforming culture and performance.

Capture in the diagram what you understand about how your organisation is currently or working towards meeting its governance standards. If you have already completed a standards self-assessment this is just an opportunity to quickly reflect on what you picked up in the self-assessment.

	Invisible	Visible
Individual Capability	Beliefs/Values/Attitudes	Behaviours
Organisational Capability	Culture	Processes/Systems/Polies



ACTIVITY: ABOUT ME, THE STANDARD AND LEADERSHIP BEHAVIOURS

How leaders enact, utilise and engage their staff in the organisation's governance systems and approaches is an important part of their role. Linking this for staff to the consumer outcome of confidence in how the organisation is run is also important. How you do this as a leader is influenced by your own views of the governance system; how good it is, how it relates to you/your team, its value, etc. In the above model, this is shown in the top left quadrant.

Reflecting on this standard, your 360 results and what's expected of your leadership role, go through the View-Action-Result exercise below to understand views that you currently have about the governance approach and views that may be more effective in helping you achieve your leadership capability expectations and your organisations achievement of the standard.

What do you notice about the how your view has changed?

Current view:	New view:
----------------------	------------------

What are your commitments to action over the next month to ensure that you achieve your desired results? Capture these in Your Action Plan Summary.

10 CARE STANDARDS

NOW IT'S YOUR TURN...

10.2 VIEW-ACTION-RESULT REFLECTION & TRANSFORMATION EXERCISE

10.2.1 EXAMPLE – LEADING CARE STANDARDS

What development area from Care Standards have you chosen to work on?	Managing risk
Why is working on this area important to you?	I'm worried about keeping my team and clients safe.

Note: Before completing the following exercises, you can also read the VAR Instruction, found in section 2. This section provides background to the VAR model, why it's so important, how it works and examples to help you work through your own.



10.2.2 EXAMPLE – ONE VIEW OF “MANAGING RISK”

VIEW	ACTION	RESULT
<p>‘Rules are there to be followed.’</p> <p>‘Following the rules keeps us safe.’</p>	<p>The rules and processes are followed to the letter.</p> <p>Don’t hear concerns of others if they don’t fit within the process or challenge the rules.</p>	<p>Don’t see what is not covered by the paperwork/forms.</p> <p>May miss an emerging issue/risk.</p>

PERCEIVED BENEFITS. WHAT ARE THE PERCEIVED BENEFITS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

BENEFIT	AND WHAT IS THE BENEFIT OF THAT?	AND WHAT IS THE BENEFIT OF THAT?
Seen as responsible	Good compliance results	Boss happy
Protect myself by following rules	Safe from getting in trouble	Keep my job

COSTS. WHAT ARE THE COSTS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

COST	AND WHAT IS THE COST OF THAT?	AND WHAT IS THE COST OF THAT?
Risks/concerns don’t get raised	Don’t see some risks that need to be managed	Injury/near miss
Staff only follow process/stop thinking for themselves	Don’t see some risks that need to be managed	Injury/near miss
Injury/near miss	Non-compliance	Time, money

10 CARE STANDARDS

10.2.3 EXAMPLE - CONSTRUCTIVE VIEW OF "MANAGING RISK"

VIEW	ACTION	RESULT
People AND rules/processes help us stay safe	Use processes and ask questions./listen to ideas Encourage people to use their skills and knowledge to stay safe Help team understand the intent of rules/processes rather than the 'letter'	Compliance plus improvement, risks identified, staff thinking for themselves Fewer injuries Good performance results

BENEFITS. WHAT ARE THE BENEFITS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

BENEFIT	AND WHAT IS THE BENEFIT OF THAT?	AND WHAT IS THE BENEFIT OF THAT?
Good safety performance	No injury	Happy/healthy staff/clients
Good safety performance	Happy boss	Keep job/promoted
Ideas/risk raised	Safety is always improving	Happy/healthy staff/clients

CHALLENGES. WHAT ARE THE CHALLENGES OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

CHALLENGE	AND WHAT IS THE CHALLENGE OF THAT?	AND WHAT IS THE CHALLENGE OF THAT?
Improvements to make	Have to find the time to make these improvements	Need to delegate or create boundaries to make improvements that will save time in the long run
Issues to resolve	Staff will notice if I don't resolve them	It will take commitment and perseverance from me to resolve them, especially if I'm busy.



NOW IT'S YOUR TURN...

10.3 VIEW-ACTION-RESULT REFLECTION & TRANSFORMATION EXERCISE – AGED CARE STANDARDS

What development area from Care Standards have you chosen to work on?	
Why is working on this area important to you?	

10.3.1 YOUR CURRENT VIEW

VIEW	ACTION	RESULT

10 CARE STANDARDS

PERCEIVED BENEFITS. WHAT ARE THE PERCEIVED BENEFITS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

BENEFIT	
...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?

COSTS. WHAT ARE THE COSTS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

COST	
...AND WHAT IS THE COST OF THAT?	...AND WHAT IS THE COST OF THAT?

WHAT BLIND SPOTS IN YOUR PERFORMANCE ARE OPENING UP FOR YOU WITH REGARDS TO THIS VIEW?

10.3.2 A CONSTRUCTIVE VIEW

WHAT IS AN ALTERNATIVE, MORE CONSTRUCTIVE VIEW OR NEW BELIEF THAT COULD GIVE YOU A DIFFERENT RESULT OR OUTCOME? EXPLORE THIS USING THE ACTIVITY BELOW.

VIEW	ACTION	RESULT

BENEFITS - WHAT ARE THE BENEFITS OF THIS VIEW

BENEFIT	...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?

10 CARE STANDARDS

CHALLENGES – WHAT ARE THE CHALLENGES OF HAVING THIS VIEW?

CHALLENGE ...AND WHAT IS THE CHALLENGE OF THAT? ...AND WHAT IS THE CHALLENGE OF THAT?

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WHAT NEW ACTIONS MIGHT BE POSSIBLE FOR YOU WITH THIS NEW VIEW?

11 NOTES



A series of horizontal blue lines for writing notes, spanning the width of the page below the header.

12 VIEW-ACTION-RESULT CONTINUED



12.1 BLANK VIEW-ACTION-RESULT REFLECTION & TRANSFORMATION EXERCISE

What development area have you chosen to work on?	
Why is working on this area important to you?	

YOUR CURRENT VIEW

VIEW	ACTION	RESULT

PERCEIVED BENEFITS. WHAT ARE THE PERCEIVED BENEFITS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

BENEFIT	
...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?

COSTS. WHAT ARE THE COSTS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?).

COST	
...AND WHAT IS THE COST OF THAT?	...AND WHAT IS THE COST OF THAT?

WHAT BLIND SPOTS IN YOUR PERFORMANCE ARE OPENING UP FOR YOU WITH REGARDS TO THIS VIEW?

12 VIEW-ACTION-RESULT CONTINUED

12.1.2 A CONSTRUCTIVE VIEW

WHAT IS AN ALTERNATIVE, MORE CONSTRUCTIVE VIEW OR NEW BELIEF THAT COULD GIVE YOU A DIFFERENT RESULT OR OUTCOME? EXPLORE THIS USING THE ACTIVITY BELOW.

VIEW	ACTION	RESULT

BENEFITS - WHAT ARE THE BENEFITS OF THIS VIEW

BENEFIT	...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?

CHALLENGES – WHAT ARE THE CHALLENGES OF HAVING THIS VIEW?

CHALLENGE	...AND WHAT IS THE CHALLENGE OF THAT?	...AND WHAT IS THE CHALLENGE OF THAT?

WHAT NEW ACTIONS MIGHT BE POSSIBLE FOR YOU WITH THIS NEW VIEW?



12 VIEW-ACTION-RESULT CONTINUED



NOW IT'S YOUR TURN...

12.2 BLANK VIEW-ACTION-RESULT REFLECTION & TRANSFORMATION EXERCISE

<p>What development area have you chosen to work on?</p>	
<p>Why is working on this area important to you?</p>	

12.2.1 YOUR CURRENT VIEW

VIEW	ACTION	RESULT



PERCEIVED BENEFITS. WHAT ARE THE PERCEIVED BENEFITS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

BENEFIT	
...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?

COSTS. WHAT ARE THE COSTS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

COST	
...AND WHAT IS THE COST OF THAT?	...AND WHAT IS THE COST OF THAT?

WHAT BLIND SPOTS IN YOUR PERFORMANCE ARE OPENING UP FOR YOU WITH REGARDS TO THIS VIEW?

12 VIEW-ACTION-RESULT CONTINUED

12.2.2 A CONSTRUCTIVE VIEW

WHAT IS AN ALTERNATIVE, MORE CONSTRUCTIVE VIEW OR NEW BELIEF THAT COULD GIVE YOU A DIFFERENT RESULT OR OUTCOME? EXPLORE THIS USING THE ACTIVITY BELOW.

VIEW	ACTION	RESULT

BENEFITS - WHAT ARE THE BENEFITS OF THIS VIEW

BENEFIT	...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?

CHALLENGES – WHAT ARE THE CHALLENGES OF HAVING THIS VIEW?

CHALLENGE ...AND WHAT IS THE CHALLENGE OF THAT? ...AND WHAT IS THE CHALLENGE OF THAT?

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WHAT NEW ACTIONS MIGHT BE POSSIBLE FOR YOU WITH THIS NEW VIEW?



12 VIEW-ACTION-RESULT CONTINUED



NOW IT'S YOUR TURN...

12.3 BLANK VIEW-ACTION-RESULT REFLECTION & TRANSFORMATION EXERCISE

What development area have you chosen to work on?	
Why is working on this area important to you?	

YOUR CURRENT VIEW

VIEW	ACTION	RESULT

PERCEIVED BENEFITS. WHAT ARE THE PERCEIVED BENEFITS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?)

BENEFIT	...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?

COSTS. WHAT ARE THE COSTS OF HAVING THIS VIEW? (I.E. HOW DOES THIS VIEW PLAY OUT IN YOUR LIFE AT WORK AND HOME?).

COST	...AND WHAT IS THE COST OF THAT?	...AND WHAT IS THE COST OF THAT?

WHAT BLIND SPOTS IN YOUR PERFORMANCE ARE OPENING UP FOR YOU WITH REGARDS TO THIS VIEW?



12 VIEW-ACTION-RESULT CONTINUED

10.3.2 A CONSTRUCTIVE VIEW

WHAT IS AN ALTERNATIVE, MORE CONSTRUCTIVE VIEW OR NEW BELIEF THAT COULD GIVE YOU A DIFFERENT RESULT OR OUTCOME? EXPLORE THIS USING THE ACTIVITY BELOW.

VIEW	ACTION	RESULT

BENEFITS - WHAT ARE THE BENEFITS OF THIS VIEW

BENEFIT	...AND WHAT IS THE BENEFIT OF THAT?	...AND WHAT IS THE BENEFIT OF THAT?

CHALLENGES – WHAT ARE THE CHALLENGES OF HAVING THIS VIEW?

CHALLENGE **...AND WHAT IS THE CHALLENGE OF THAT?** **...AND WHAT IS THE CHALLENGE OF THAT?**

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WHAT NEW ACTIONS MIGHT BE POSSIBLE FOR YOU WITH THIS NEW VIEW?



